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ABSTRACT

This paper outlines issues related to off-campus instructional sites for Virginia's public colleges and universities. Until the late 1980s, the State Council of Higher Education provided oversight for the off-campus instructional activities of public institutions of higher education. Until the mid-1990s, the Council remained interested in "instruction" more than sites for off-campus instruction. Since July 1997, separate and specific polices and procedures related to off-campus sites and campuses have been contained within the Council's broader policies and procedures related to public institutions' organizational changes. In 2002, it came to light that some institutions were operating off-campus sites without Council approval, or even knowledge. This has caused the Council to take a closer look at off-campus offerings. The State Council of Higher Education does not approve academic programs on a site-by-site basis, and any academic program approved by the Council may be offered off-campus. In addition, it is noted that neither the Code of Virginia nor the policies of the State Council of Higher Education restricts public colleges and universities to geographic service regions. To subject public institutions to additional regulations of off-campus sites would restrict the ability of institutions to offer program and burden the Council. Current efforts at the state level to impose regulation on state-funded off-campus activities and sites are likely to contribute to even more privately funded sites for public institutions. (SLD)

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OFF-CAMPUS INSTRUCTIONAL SITES:

An Overview of the Issue in Virginia Public Higher Education

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CONTENTS

EXECUTIVE SUMMARY i

INTRODUCTION

The Issue of Off-Campus Instructional Sites 1
This Report 1

BACKGROUND

The Early History of Off-Campus Activities, 1914-1979 1
    The Rise of Extension Services
    The Evolution of Extension Services
    Legislative Activity in the Early 1970s
    The Regional Consortia for Continuing Higher Education
    Legislative and Council Activities in the Late 1970s

The Modern History of Off-Campus Activities, 1980-2000 8
    Council Actions in the Early 1980s
    Key Developments in the Late 1980s
    Key Developments in the Early 1990s
    Key Developments in the Late 1990s
    Summary

RECENT DEVELOPMENTS, ISSUES AND CHALLENGES

The Off-Campus Instructional Site Issue in the 21st Century 16
    The Appropriation Act of 2002-04
    The Council and Its Staff
    JLARC's "Special Report: Higher Education"

Issues and Challenges of Immediate and Future Relevance 20
    Issues Considered by Council's Academic Affairs Committee
    As 2003 Begins

CONCLUSIONS 24

APPENDIX A: Survey of Sites and Programs at Public Colleges and Universities (SCHEV, 2002) 28

APPENDIX B: Policies and Procedures for Internal and External Organizational Changes (pending Council approval on January 15, 2003) 100

EXECUTIVE SUMMARY

Issues related to off-campus instruction—and to the sites at which such instruction is provided—by Virginia's public colleges and universities have been addressed at the state level since at least 1965.

Until the late 1980s, the State Council of Higher Education provided oversight for public institutions' off-campus for-credit instructional activities; the state's six Regional Consortia for Continuing Higher Education coordinated the off-campus sites at which these activities (and non-credit activities) were offered.

- Even after the elimination of the regional consortia in the late 1980s, the Council's focus continued to center primarily on off-campus ***instruction*** rather than on off-campus sites (most off-campus instruction was conducted in "free use" or leased space) and on scrutiny of outcomes (learning) rather than on inputs (faculty qualifications, facilities, support services, financial and administrative support).
- In revisions to the Council's policies and procedures for approval of public institutions' organizational changes in 1989 and 1991, language was added indicating that proposals for new off-campus instructional sites should be submitted to the Council as organizational changes.

Public institutions' off-campus instructional ***sites*** emerged as an issue separate from instruction for the Council in 1996.

- Following an initial disapproval and an ultimate approval-upon-appeal by the Council for Blue Ridge Community College to establish an off-campus instructional site in Harrisonburg, SCHEV staff was directed to review Council's policies and procedures for approving new off-campus operations.
- Since July 1997, separate and specific policies and procedures related to off-campus sites and campuses have been contained within the Council's broader policies and procedures related to public institutions' organizational changes. These guidelines have been grounded in relevant sections of the Code of Virginia and the Appropriation Act. As the Appropriation Act has been amended, Council's policies and procedures have been revised.

In 2002, upon being informed of a further revision to the section of the Appropriation Act related to off-campus instructional sites, chief academic officers from several public colleges and universities expressed surprise that such language existed at all.

- This revelation gave SCHEV staff reason to believe that institutions were operating sites without Council approval (or even notification). A survey of off-campus instructional sites was initiated (see Appendix A: Survey of Sites and Programs at Public Colleges and Universities) to identify all such locations.

- This revelation—coupled with the need both to incorporate the new Appropriation Act language into Council's guidelines and to provide a baseline of information to inform state-level discussions regarding off-campus instructional sites—led SCHEV staff to undertake this report as well.

Over the past year, elected and appointed officials, their constituents, and even some colleges and universities have raised concerns regarding public institutions' off-campus activities. Often these concerns blur distinctions between the actual sites and the instructional activities provided at these sites.

- The State Council of Higher Education does not approve academic programs (or the courses contained therein) on a site-by-site basis. Any academic program approved by the Council may be offered off-campus. This fact, coupled with public institutions lack of awareness about, and/or unwillingness to fulfill, their responsibility to seek Council approval of off-campus instructional sites, has contributed to the perception by some that "proliferation" and/or "unnecessary duplication" of programs and/or sites, as well as "unnecessary competition" between public institutions, is occurring.
    - An attempt to regulate every academic course provided beyond the grounds of public institutions' main campuses would overwhelm the Council and its staff and would impede the ability of public institutions to respond to the immediate needs of their communities (especially in terms of teacher recertification activities).
    - Moreover, an attempt to regulate every off-campus instructional site utilized by public institutions—including those sites used for less than one semester and/or privately funded—would also overwhelm the Council and its staff and would restrict public institutions' ability to be responsive, entrepreneurial, and/or accessible.
- Neither the Code of Virginia nor the policies of the State Council of Higher Education restricts public colleges and universities to geographic service regions. In the absence of the long-eliminated regional consortia and in the presence of Council's 10-year focus on off-campus sites, public institutions' instructional activities (on campus and off) have been a matter of self-governance related to their institutional missions (which are subject to Council approval). If a public college or university in Virginia expresses its mission in terms of access and/or service to the Commonwealth, the nation, and/or the world, then it is not overstepping its mission if it seeks Council approval to offer instruction beyond its campus, its city or region, or the borders of the state and/or country.
    - An attempt to impose formal or informal geographic service regions upon Virginia's public colleges and universities would be a highly difficult task to achieve at this time. Such a mandate would have been more timely when the regional consortia were being eliminated; such a mandate today would infringe upon the missions of many public colleges and universities.

- An attempt to substantially restrict public institutions' off-campus sites (and thus off-campus activities) would significantly impede the ability of these colleges and universities to: (1) provide access to students in geographic areas that lack sufficient educational opportunities; (2) provide access to students in geographic areas where the populations of potential students exceed the capacities of local institutions; (3) provide access for the 38,000 additional students projected by the Council's "Systemwide Strategic Plan" to seek higher education in Virginia over the next decade; (4) provide education, training, and workforce development to meet the changing and immediate needs of business and industry in specific geographic areas; and (5) become more "entrepreneurial" as has been urged in recent years and as is increasingly necessary given budgetary reductions (activities at off-campus sites are often financially self-supporting and can be sources of surplus revenue for institutions).

The Commonwealth will face significant challenges in the near and long term if public colleges and universities are forced to close currently operating off-campus instructional sites—regardless of whether these sites were approved by the State Council, the General Assembly, the State Board of Community Colleges, or none of the above.

- These sites often yield surplus revenues that are used to supplement other academic activities (on- and off-campus); to restrict such revenues would be to further restrict public institutions' abilities to provide higher education in these budgetary-challenging times.
- Over the next decade, approximately 38,000 more students than are currently enrolled are forecast to seek higher education in Virginia; to restrict the sites at which these students might enroll would be to further restrict the abilities of the Commonwealth's system of higher education to accommodate these potential students.

With increasing frequency, public colleges and universities are turning to private sources of funding and/or to partnerships with private organizations to support their academic activities—especially off-campus academic activities and sites. Current efforts at the state level to impose regulation on state-funded off-campus activities and sites are likely to contribute to even more privately-funded sites for public institutions. The Commonwealth should be mindful of the growing blurring of the definition of ***public*** higher education.

OFF-CAMPUS INSTRUCTIONAL SITES:
An Overview of the Issue in Virginia Public Higher Education

INTRODUCTION

The Issue of Off-Campus Instructional Sites

The concerns expressed in Virginia regarding public colleges' and universities' off-campus instructional sites in the year 2002 echoed similar concerns expressed almost four decades earlier. In between, this issue evolved from a focus on instruction to an intermingled focus on instruction and sites, then to a more site-specific focus, then to a more methodology-based focus on delivery, and then finally, back to sites specifically. Along this rather winding and interesting developmental progression, the definitions of "off-campus instructional sites" as well as the definition of "sites subject to Council review" also changed and evolved.

This Report

This report chronicles this evolutionary process and the changing foci and definitions therein. First, a detailed "Background" section traces the history of the issue of Virginia institutions' off-campus instructional activities and sites from its origins in the extension activities of the early 1900s to its manifestation in an instructional-delivery focus at the end of the Twentieth Century. The second section, "Recent Developments, Issues and Challenges," presents not only the immediate past and present of the issue, but also the current factors and influences fueling the renewed state-level interest in these sites. The "Conclusions" section scrutinizes various means of approaching this issue, both now and in the future, and provides assessment—and future implications—of seven strategies that either have been suggested, are being suggested at this time, or are likely to be suggested as state-level approaches for addressing this complex and far-reaching topic.

BACKGROUND

The Early History of Off-Campus Activities, 1914-1979

Until the late 1970s, state-level interest in public institutions' off-campus activities centered much more on issues related to instruction than on those related to the sites at which such activities occurred. Even as off-campus instructional sites became more prominent issues in the 1980s and early 1990s, instructional activities at these sites continued to be the dominant concern of the General Assembly and the State Council of

Higher Education. Between 1914 and 1979, off-campus activities emerged and evolved across the Commonwealth. This section of this report documents many of the key events and outcomes of this period, while also setting the stage for the modern period (1980-2000) detailed in the section that follows.

The Rise of Extension Services. The early history of Virginia colleges' and universities' off-campus instructional activities is the history of these institutions' extension activities and public service missions. Off-campus extension activities were differentiated as "cooperative extension" or "general (or university) extension." Cooperative extension services (generally in agriculture, natural resources, home economics, and 4-H clubs) have been offered in Virginia since the Virginia Polytechnic Institute (hereafter referred to as Virginia Tech) became active in this area following the enactment of the Smith-Lever Act of 1914. General (or university) extension services usually entailed formal instruction and coursework. Although any institution of higher education could conduct general extension, cooperative extension was associated specifically with the mission of the land-grant universities.

General (or university) extension services involving coursework offered for academic credit appear to have begun in Virginia in 1919. During that year, the University of Virginia (hereafter referred to as UVA) conducted a credit course for a group of teachers in Staunton, and the College of William and Mary (hereafter referred to as W&M) offered extension courses in Richmond, Norfolk and Newport News. By 1965, UVA had established off-campus "extension centers" (defined as sites where instruction was offered on a continuous basis with an ongoing, on-site administrative presence) in Abingdon, Norfolk, Martinsville, Arlington, Richmond, Roanoke, Wallops Island, Lynchburg, Madison and Waynesboro-Staunton. In many instances, these centers were primarily field offices serving a large geographic area.

In 1966, involvement in for-credit extension activities expanded significantly for Virginia Tech when the General Assembly established the Extension Division at Virginia Polytechnic Institute. That year, Virginia Tech began offering graduate courses for academic credit at Dulles International Airport and at several other locations throughout the state, including the NASA Langley Research Center, the Naval Weapons Laboratory at Dahlgren, Norfolk, Richmond, Roanoke and South Boston. (In 1980, the administration of Virginia Tech's off-campus instructional activities was transferred from the Extension Division to the Graduate School.)

Prior to 1970, Virginia State College (now Virginia State University; VSU) was the only other public institution with extensive off-campus, for-credit, instructional activities. In 1920, Virginia State became Virginia's second land-grant college and, beginning in 1921, began offering credit courses off-campus at locations throughout the state.

The Evolution of Extension Services. Between 1962 and 1976, a total of 12 branch campuses/colleges or extension centers became separate (independent from their parent institutions) public institutions. Of these 12 institutions, five are four-year institutions (Christopher Newport, George Mason, Norfolk State, Old Dominion and Virginia Commonwealth) and seven are community colleges (Central Virginia, Dabney S. Lancaster, Danville, Eastern Shore, Patrick Henry, Virginia Western and Wytheville). In addition, Clinch Valley College was established as a branch college of UVA in 1954 and continues as such today as UVA-Wise; and, William and Mary's extension center in Petersburg became a branch college called Richard Bland College in 1960 and continues today under the control of the W&M Board of Visitors as Virginia's only public junior college. **In total, more than one-third of Virginia's current public colleges and universities began as off-campus instructional sites.**

In 1964 the General Assembly passed a resolution, Senate Joint Resolution No. 30, authorizing the governor to appoint a Higher Education Study Commission and directing that Commission "to undertake a comprehensive study and review of higher education, to be used as a basis for effective long-range planning as to objectives, needs, and resources of public and private higher education in the Commonwealth of Virginia."[1] The Higher Education Study Commission's results included the finding that, **during the 1964-65 academic year, Virginia's institutions of higher education offered 2,750 for-credit courses at off-campus sites.** Of these credit courses, 1,482 were offered at **"extension centers"** (sites where instruction was offered on a continuous basis with an ongoing, on-site administrative presence) and the remaining 1,268 at **125 other off-campus sites** across the Commonwealth. Of the 1,268 for-credit courses offered at sites other than extension centers, all except 46 were offered by UVA, VSU and W&M. The remaining 46 courses were offered by Old Dominion College (now ODU), Richmond Professional Institute (now VCU), and Virginia Polytechnic Institute (now Virginia Tech).[2]

Overall, the Commission found that increased enrollments, the vastly increased number of courses being offered in locations throughout the state, and the number of institutions involved in off-campus for-credit instruction created the potential for **unnecessary duplication and waste**. The Commission made two significant recommendations: first, the establishment of a state system of community colleges; and second, the coordinated development of extension and related services under the State Council of Higher Education for Virginia (which had been created in 1956). To assist SCHEV in carrying out the second recommendation, the Commission called for the establishment of an Extension and Public Service Advisory Committee.[3]

Based on these recommendations, the 1966 General Assembly assigned to SCHEV the responsibility for coordinating all extension offerings by Virginia's state-supported institutions and called for the establishment of an Extension and Public Service Advisory Committee. (In 1973, this committee was renamed the Continuing Education Advisory Committee.) The early work of SCHEV staff and the advisory committee was primarily data collection and analysis. Beginning in 1967, the Council published a report entitled Extension Offerings and Enrollment. In the 1970-71 academic year, the extension offerings and enrollment statistics were incorporated into a new publication, Resident and Extension Enrollment.

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[1] Higher Education Study Commission, Extension Services, Television Instruction, and Research in Virginia's Institutions of Higher Education, Staff Report No. 7 (Richmond, 1965), p. ii.

[2] Ibid, pps. 11-12.

[3] Ibid, pps. 76-77.

Legislative Activity in the Early 1970s. During the 1970s, the General Assembly took several actions relating to continuing education, including some that modified the portion of the Code of Virginia containing SCHEV's responsibilities for the coordination of off-campus instruction. During the 1970 session, Senate Joint Resolution No. 29 directed the Virginia Advisory Legislative Council (VLAC) to study continuing education in the Commonwealth "to (1) determine accurately the components of Virginia's future educational needs that can be most economically and effectively satisfied by continuing education; and (2) determine the organization, policies and methods most suitable and economical for satisfying such needs; and (3) recommend the legislative and executive actions necessary to implement the above findings."[4]

The VLAC report contained two principal recommendations. One called on the public colleges and universities to direct more attention, effort, and emphasis to continuing education programs, with an ultimate goal that continuing education eventually be afforded support and prestige equal to that of conventional education programs. Particular attention was to be given to: (1) coordinating continuing education efforts with regular (for-credit) degree programs to ensure comparable standards of quality; (2) replacing extension offerings with degree programs requiring little or no residency; and (3) offering programs that responded to the specific needs of the communities in which they were offered.

The second significant VLAC recommendation called for SCHEV to establish regional coordinating committees, charged with the responsibility of coordinating educational needs in each region. Each coordinating committee was to ensure that continuing education programs in its region were as economical as possible and were consistent with standards of high quality, with no duplication of programs and with full use of existing facilities. Cooperative programs were to be encouraged, as was the transfer of credit from one institution to another.[5]

Following the VLAC report, in 1970 the State Council of Higher Education created seven regional "councils" to assist in the coordination of the continuing education activities of Virginia's public institutions. Although these "councils" promoted greater communication among the various institutions, the desired coordination of continuing education activities was not achieved. As a result, the 1972 General Assembly passed two resolutions directly related to the coordination of continuing education and the recommendations of the VLAC report: Senate Joint Resolution No. 44 and Senate Joint Resolution No. 67.

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[4] Continuing Education: Report of the Virginia Advisory Legislative Council to the Governor and the General Assembly of Virginia (Richmond, 1970), p. 2.

[5] Ibid, p. 5.

The first resolution (No. 44) urged SCHEV and the public colleges and universities to heed the first recommendation of the 1970 VLAC report (see above). The second resolution (No. 67) called for the immediate establishment of "a consortium or cooperative center for continuing education with main offices at George Mason University [and] under the aegis of George Mason University." The consortium or center at GMU was "to serve as a model for further joint programs in other areas of the State." The Northern Virginia Consortium and five other regional consortia for continuing education eventually replaced the seven regional coordinating councils established in 1970.

The Regional Consortia for Continuing Higher Education. "A State Plan for Regional Consortia for Continuing Higher Education," the product of a joint effort by the public institutions and SCHEV staff, was approved by the Council in October 1972. The State Plan had as its primary objective the provision of "adequate opportunities for the continuing education of the adult population of the Commonwealth with maximum economy compatible with the maintenance of quality and with optimum utilization of the facilities and the expertise of the various state-supported institutions of higher education." The state was to be divided into six regions along planning-district lines, with each region containing a consortium of institutions including at least one community college and one senior institution and with a senior public institution serving as the focal (or host) institution. These consortia were intended to provide a framework through which all of a region's institutions--public and private--could cooperate in coordinating all continuing education offerings within that region. During the following legislative session, the 1973 General Assembly passed House Bill 1054 (which became part of Section 23-9.10 of the Code of Virginia) authorizing SCHEV to establish regional consortia in all areas of the state and specifying the composition and major duties of these consortia.

A total of six consortia--the Capital, Central, Northern, Tidewater, Valley and Western Regional Consortium for Continuing Higher Education--were established. The number of member institutions ranged from five (Capital and Northern) to 15 (Western). As had been mandated, all consortia included both community college and senior-institution members. Only two of the consortia (Capital and Valley) contained no private-institution members. Because the 1973 legislation had also mandated that each consortium must have in its membership all public institutions offering "significant" off-campus coursework within its region, UVA and Virginia Tech were members of all but one (Capital) consortium.

The State Council of Hgher Education approved a new "Policy Statement on Continuing Higher Education Regional Consortia" in 1975. This statement directed each consortium to "develop a comprehensive plan for providing continuing education credit courses and programs for its citizens using the resources of the resident institutions and non-resident institutions as appropriate." The guidelines for developing the plans called on the consortia to: (1) assess the needs and demands for continuing education offerings with each consortium; (2) identify those areas in which cooperative efforts were taking place or planned; (3) state the administrative requirements of the consortium; and (4) state the benefits expected through implementation of the consortium's plan. Each of the six plans was to result in "full implementation" of the Council's policy statement by June 30, 1976.

Legislative and Council Activities in the Late 1970s. In 1978, at the request of a member of the General Assembly, the Joint Legislative Audit and Review Commission (JLARC) initiated a review of the Extension Division of Virginia Tech. The principal subjects of JLARC's study were cooperative extension, off-campus credit instruction, non-credit continuing education, and the administration of grants and contracts. Funding sources and expenditures were also examined. The resultant 1979 JLARC study found that, while Virginia Tech's off-campus enrollments were decreasing, the costs per FTE student were steadily increasing (from $2,171 in 1975 to $3,937 in 1979, with the latter figure being 56% higher than that projected in the Extension Division's budget). The report concluded that a comprehensive, statewide review of off-campus instruction was warranted and recommended that:

> [T]he State Council of Higher Education should conduct a statewide study of the costs associated with offering credit courses off-campus, the factors affecting stability of enrollments, and the extent to which it is in the best interest of the Commonwealth to support off-campus programs. Additional funding guidelines should be proposed as necessary. All state-supported colleges and universities operating off-campus programs should be included in the study.[6]

The SCHEV study that was conducted in response to the JLARC recommendation was completed in 1982 and is discussed in the next section of this report.

During the 1979 session of the General Assembly, House Bill 1574 was passed. This legislation detailed the State Council of Higher Education's powers to approve organizational changes at public colleges and universities and resulted in Provision 7 of Section 23-9.6:1 of the Code of Virginia. Still in effect, this provision grants to the Council the duty, responsibility and authority:

> To review and approve or disapprove the creation and establishment of any department, school, college, branch, division or extension of any public institution of higher

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[6] Joint Legislative Audit and Review Commission, Virginia Polytechnic Institute and State University Extension Division (September 10, 1979), p. 86.

> education which such institution proposes to create and establish. This duty and responsibility shall be applicable to the proposed creation and establishment of departments, schools, colleges, branches, divisions and extensions, **whether located on or off the main campus of the institution in question**. If any organizational change is determined by the Council to be proposed solely for the purposes of internal management and the institution's curricular offerings remain constant, the Council shall approve the proposed change. Nothing in this provision shall be construed to authorize the Council to disapprove the creation and establishment of any department, school, college, branch, division or extension of any institution which has been created and established by the General Assembly (emphasis added).

In April 1979, the Council adopted its first policy statement on organizational changes at public institutions as well as its first set of procedures for the proposal, and consideration, of such changes.

At the same time, SCHEV was preparing to update the Virginia Plan for Higher Education (the Council's then-biennial master plan for the Commonwealth's system of higher education). In the course of these preparations, an issue paper on off-campus programs was one of six current-issues reports proposed to the Council by its staff. The proposal acknowledged the Council's new authorities related to the approval of branch campuses and other off-campus locations. Concerns were also expressed regarding "unnecessary duplication and competition" as well as about the regional continuing-education consortia. The proposal noted that, while the regional consortia had been established "in part to bring order to off-campus activity," SCHEV staff were concerned that the consortia had digressed from "ensuring the interests of the quality of continuing higher education programs for the residents of their regions" to "protecting the interests of the local institutions."

In the fall of 1979, the Council unanimously approved the resultant issue paper, "Off-Campus Credit Courses and Programs," for inclusion in the Virginia Plan. This paper included: (1) a prediction that public institutions would propose expansions of their off-campus offerings in response to increasing enrollment demand from non-traditional students; (2) a report of off-campus courses and programs being offered by public institutions; (3) a finding that, since the establishment of the regional continuing-education consortia in 1974, "regional" institutions (defined as those with regional-rather than statewide or national-missions and foci) had developed and expanded their off-campus instructional offerings to the point that the "comprehensive" institutions (defined as those with the broadest missions and foci) no longer needed to carry low-cost (undergraduate) programs across the state as in the past; and (4) a proposal that the regional consortia develop six-year plans for off-campus degree programs in their regions, including plans to manage relations and competition between public and private institutions' off-campus programs and sites.

The Modern History of Off-Campus Activities, 1980-2000

The events discussed above, especially those of the late 1970s, set the stage for the modern history of Virginia colleges' and universities' off-campus activities. Although instructional activities continued to be central issues into the 1990s, the sites at which these activities took place began to emerge as important, albeit sometimes inappropriately separate, issues in 1979. This section of this report continues to trace the history of these issues, documenting and contextualizing the increasing state-level focus on and concern over off-campus sites independent of the activities occurring at these sites.

Council Activities in the Early 1980s. The State Council of Higher Education's first significant action on an off-campus instructional site occurred in November of 1981 when it approved a request from UVA and Virginia Tech to lease a (new) facility in Falls Church for use as a joint off-campus center (known as TeleStar). UVA had opened an "extension center" in Arlington County in 1949, had moved its facilities to Falls Church in 1969, and in 1981 was seeking approval in accordance with the Council's new policies and procedures because the lease for the then-current location of its Falls Church Regional Center was expiring. Between 1981 and 1985, the State Council of Higher Education approved a total of three off-campus branches, divisions or centers (in addition to the Falls Church site for UVA and Virginia Tech in 1981, a site in Suffolk for Paul D. Camp Community College in 1982 and a site for Radford in Roanoke in 1983).

In early 1982, SCHEV staff completed the study of off-campus instruction that had been requested by JLARC in 1979.[7] The study focused on for-credit off-campus instruction. Its principal objectives were to determine the extent and characteristics of off-campus instructional activities by public institutions of higher education in the Commonwealth, as well as the costs associated with the offering thereof. The regional consortia for continuing higher education were examined to assess their effectiveness and their perceptions of appropriate future directions. Additional objectives of the study were to: (1) clarify definitions of terms associated with off-campus instruction; (2) determine factors influencing off-campus enrollments; (3) examine the operations of off-campus centers in Northern Virginia and the Capital Consortium regions; and (4) identify the appropriate roles of various institutions in the delivery of off-campus instruction.

In terms of context and change, the report found that:

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[7] This 1982 SCHEV report, entitled "Off-Campus Instruction Offered by Virginia's State-Supported Colleges and Universities," was distributed for discussion purposes only and was never formally approved by the Council.

> [M]any of the activities referred to as "general extension" in the 1965 report of the Higher Education Study Commission are offered in 1981 as on-campus activities by institutions either having come into existence within the past 16 years or having grown markedly during that time. Many of the lower-division credit activities which in 1965 were offered by senior institutions at off-campus "extension centers" are now offered as on-campus activities by the 23 colleges of the Virginia Community College System and by Richard Bland College of the College of William and Mary.[8]

Overall, the report concluded that:

> Virginia's state-supported colleges and universities have, on the whole, responded adequately and well to the educational needs of their off-campus students. During the Fall 1980 term, more than 97,000 credit hours were generated by students at off-campus locations throughout the Commonwealth. More than four percent of the total credit hours and more than 22 percent of the total graduate credit hours offered by the 39 public institutions in 1980-81 were presented off-campus. All but three of the 39 institutions offer courses or programs off-campus, and courses or programs are available to virtually every segment of the population, including individuals stationed at most military installations in Virginia.[9]

The report also found that, at least at the undergraduate level, concerns regarding unnecessary duplication and competition were often misguided and inaccurate:

> Virtually all off-campus instruction offered by the community colleges (37 percent of the state total) is campus-based or within the immediate vicinity of the campus, and most of the undergraduate instruction offered off-campus by the senior institutions is either campus-based, within commuting distance of the campus, or in the institution's consortium region. Five institutions ... offer undergraduate instruction outside their consortium regions, either under special contract or to meet specific needs that cannot be met by local institutions. These offerings, however, do not appear to

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[8] Ibid., p. 69.

[9] Ibid., pp. 69-70.

> be unnecessarily duplicative or a significant source of conflict between institutions.[10]

However, the report did acknowledge that:

> **Unfair competition** and **unnecessary duplication** are complex notions over which reasonable people can differ, but it can hardly be denied that the proliferation across the state of off-campus graduate instruction in Education stems today as much from the desire to market courses as to serve people, or that the clash of competing institutional interests in the state's major population centers (especially in **Northern Virginia**) is a problem. Institutional points of view naturally differ. The general perception of the resident institutions is that programs offered by non-resident institutions do not meet local needs adequately and, at the same time, limit the development of the regional institutions. (Requests for engineering programs from George Mason University and Virginia Commonwealth University are examples of that perception.) From the point of view of the comprehensive doctoral-granting institutions, a presence in the state's major population centers has political and symbolic importance and brings the institutions into direct contact with important research and industrial firms.[11]

Finally, in terms of these problems and the regional consortia, the report also acknowledged that:

> There are no easy solutions to these problems and, in Virginia's changing system of higher education, no final ones. Moreover, it is clear that the problems cannot be resolved unilaterally by the institutions involved or collectively by them through the regional consortia. Consortia can be effective when there is a commonality of interests and strong institutional leadership ... But consortia are confederations, not governing bodies. As such they can encourage cooperation, but cannot ensure it.[12]

Immediately prior to listing its recommendations,[13] the report stated that:

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[10] Ibid., p. 73.

[11] Ibid., p. 74-75.

[12] Ibid., p. 75.

[13] Because this report was a discussion-only document and never formally approved nor distributed by the Council, its seven recommendations are not addressed here.

> The Council of Higher Education reaffirms the position that adequately supported off-campus instructional programs are an effective and efficient way to meet the continuing education needs of Virginia's citizens. It believes, further, that there is a role for virtually all of the Commonwealth's state-supported colleges and universities in this activity, and it is encouraged by the fact that so many institutions have responded so well. But the Council is not convinced that off-campus education in Virginia is as good as it can be and should be or that the duplication of course offerings and the competition for students are sufficiently controlled.[14]

Key Developments in the Late 1980s. The modern history of the issue of public institutions' off-campus instructional sites began to take shape in the late 1980s. In many ways, actions by the General Assembly, the State Council of Higher Education, and the Commission on the University of the 21st Century during this period set the stage for the current discussion of this issue.

In a 1988 revision of the Appropriation Act of 1986-88, the General Assembly passed Section 4-5.05c which further restricted public colleges' and universities' actions regarding off-campus instructional activities and further clarified the Council's responsibilities in this area:

> OFF-CAMPUS BRANCHES, DIVISIONS, CENTERS, DAY OR EVENING SCHOOLS, NEW CAMPUSES: No state institution of higher education shall establish any off-campus branch or division, or center, or day or evening school, without the prior approval of the State Council of Higher Education for Virginia. Activities governed by this requirement are those at off-campus locations where credit or non-credit offerings are provided and for which full-time, part-time, or resident staff are employed unless specific appropriations identifying the additional activities have been made. Neither shall planning be initiated for any new campus nor any operations begin at a new campus without first referring the matter to the State Council of Higher Education for Virginia for its information, consideration, and recommendation to the Governor and General Assembly and without subsequent approval of the General Assembly.

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[14] Ibid., p. 75-76.

As a result of this new legislation, the State Council revised its "Policies and Procedures Relating to Institutional Requests for Organizational Changes" in 1989. In that document, the Council recognized three levels of organizational change:

> (a) changes not needing to be approved (e.g., adding a new assistant vice president to an existing administrative unit); (b) changes needing to be approved automatically by the Council staff (e.g., reorganization of an existing faculty into a new department with no new degree programs added); and (c) **changes needing to be approved by the Council (e.g., establishment of a center on or off campus which will offer new degree programs or will involve significant resources)** (emphasis added).

This policy document also differentiated off-campus branches, divisions, centers, day or evening schools, and new campuses into **four categories** according to their anticipated length of use and degree of permanency: short-term temporary, long-term temporary, semi-permanent and permanent. Each of these four categories was assigned different proposal guidelines (in terms of required information) and approval procedures. Council approval was not required for sites that qualified as short-term temporary off-campus operations.

Between 1986 and 1989, the State Council approved five off-campus instructional sites and one new campus: (1) in 1986 ODU was approved to create a Graduate Engineering Center (now called the Peninsula Center) in Hampton; (2) also in 1986, Virginia Tech was approved to establish a Graduate Center in Roanoke; (3) in 1987 Paul D. Camp Community College was approved to offer courses at a site in Suffolk; (4) in 1988, ODU and NSU were authorized to consolidate their off-campus offerings in Virginia Beach into a joint site;[15] (5) also in 1988, GMU was authorized to establish a new campus in Prince William County (Manassas); and (6) in 1989 Longwood was approved to assume the fiscal operation of the Halifax County-funded Continuing Education Center in South Boston. During its 1988 discussion and approval of the ODU-NSU joint site in Virginia Beach, the Council denied a proposal for a similar joint site in Portsmouth.

In 1989 a document entitled A Case for Change (also known as the "U21 Report") was released by the Commission on the University of the 21st Century. Among this report's recommendations was the proposal that a single entity–separate from the regional consortia and the State Council–be established to coordinate off-campus higher education instruction in the Commonwealth.

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[15] The Council had authorized ODU to study the need for an instructional center in Virginia Beach in 1985.

Key Developments in the Early 1990s. During the period from 1990 to 1995, the key developments that were set in motion in the late 1980s began to play themselves out. As the decade opened, the 1990 General Assembly asked the State Council of Higher Education to study the U21 Report's recommendation regarding a coordinating body for off-campus instruction. The Council and its staff spent the first half of 1991 discussing this proposal, as well as the overall off-campus instruction issue. At the same time, economic and political developments (i.e., Project Streamline) were changing state government.

As a result of the economic downturn of the time, an initiative dubbed Project Streamline had been introduced in Virginia with a goal of reducing the number of bureaucratic bodies and operations in state government. Subsequently, the State Council of Higher Education pared down its operations and eliminated, among other things, the regional consortia that had been coordinating public (and some private) institutions' off-campus offerings.

At the same time, SCHEV staff submitted to the Council a document entitled "Off-Campus Instruction" which had been produced in conjunction with the provosts' and presidents' advisory committees. This report suggested that the off-campus instruction coordinating entity proposed in A Case for Change was "unnecessary." A very different proposal was offered; staff recommended to the Council that "regulation of off-campus instruction be replaced with an assessment of results." The report proposed a shift toward Council scrutiny of outcomes (i.e., learning) and away from a continued scrutiny of inputs (i.e., faculty qualifications, facilities/support services, and financial and administrative support).

In subsequent discussions, staff stressed the importance of quality in off-campus activities, especially instruction, and suggested ways that the Council and the institutions could share responsibility of ensuring instructional quality (both on and off campus). Characteristic of other Council activities of that time, the assessment-of-results proposal represented a decentralizing move toward giving institutions more and greater responsibility for their off-campus activities and the quality thereof. The "Off-Campus Instruction" document was eventually adopted as the Council's formal policy statement on this topic.

In 1994 and 1995, the Council approved three organizational changes involving off-campus sites and one new campus. In 1994, the Norfolk campus of Tidewater Community College was approved. In 1995, Mary Washington College was approved for an instructional site in Stafford; ODU was approved for a second instructional site in Virginia Beach; and John Tyler Community College's BIGS Featherstone Center in Midlothian was approved.

Key Developments in the Late 1990s. Two key developments impacted the off-campus instructional site issue at the end of the decade of the 1990s: a community college's controversial off-campus site request and the advent of electronically-delivered instruction. The former development led the General Assembly to amend Section 4-5.05c of the Appropriation Act and the Council to reconsider and revise its policies and procedures; the latter led the Council and Virginia's public institutions to focus more on issues beyond the sites at which traditional off-campus instruction was offered.

In May 1996, following considerable discussion and multiple votes, the State Council disapproved a proposal from Blue Ridge Community College (BRCC) to provide educational services in leased space in Harrisonburg. This proposal had been recommended for approval by SCHEV staff and had been approved by the State Board for Community Colleges. In November, BRCC appealed Council's disapproval. The Council approved the appeal and granted BRCC permission to open and operate a Harrisonburg Center until December 31, 1998. The Virginia Community College System (VCCS) was directed to report to the Council by September 18, 1998, on the operations of the center and on the desirability of its continuance. The Council also unanimously resolved that staff should review the policies and procedures for approving new off-campus operations and report any recommendations for changes by the following May.

As a result of the 1996 developments, the General Assembly amended Section 4-5.05c of the Appropriation Act, adding language that granted responsibility for approving the off-campus sites of VCCS institutions to the State Board for Community Colleges. Subsequently, the Council discussed possible revisions to its organizational-change policies given that the off-campus instruction policies were contained therein and given that its November 1996 resolution, as well as the Appropriation Act amendment, necessitated such revisions. In May 1997, SCHEV staff reported to the Council the comments of public institutions' presidents regarding revisions to the organizational change, and off-campus site, policies and procedures.

On July 1, 1997, the resultant "Policies and Procedures Relating to Institutional Organizational Change" went into effect. Contained within were the revised "Policies and Procedures Relating to Off-Campus Sites and Campuses." As compared to the policies and procedures that they replaced, these new documents included:

(i) a clear separation of the review of internal organizational changes from the review and approval of new sites or new campuses;

(ii) a clarification that an institution's initiation of a significant level of instruction or services in another state or country, either through electronic delivery or physical presence, may be an organizational change subject to review;

(iii) an incorporation (within the off-campus sites and campuses policy) of the Appropriation Act amendment giving the State Board for Community Colleges the authority to approve the off-campus instructional site proposals of VCCS institutions (the Council retained the authority to approve new community-college campuses);

(iv) an explanation that certain off-campus activity might implicate other responsibilities and duties of the Council if the off-campus activity involved a change of mission or a new degree program;

(v) an elimination of previous distinctions based on different lengths of leases as opposed to permanent sites, replacing these distinctions with **definitions of an off-campus site "subject to Council approval," of an off-campus site "not subject to Council approval," and of a "new campus;"**

(vi) a provision that senior institutions would not be required to seek approval of off-campus sites offering credit or non-credit instruction unless full-time or part-time faculty or staff would be employed and resident at the location and some administrative services would be provided (the same rule was to be applied to sites receiving electronically-delivered instruction);

(vii) a definition of a new campus as a permanent location offering full degree programs (as opposed to a site offering only individual and selected courses) and providing administrative and student support services such as a site director or an on-campus library;

(viii) a list of the information to be provided by a senior institution notifying the Council of its intent to plan or establish a new campus; and

(ix) an effort to make the appeal process in the policies consistent with the appeal process outlined in Section Six of the Council's Bylaws.

These policy statements and proposal guidelines remain in effect until the State Council approves new policies and procedures for these issues in the year 2003.

Having worked out the off-campus instructional site issue to its satisfaction, the Council turned its attention to electronically-delivered instruction. In September of 1997 its Outreach Committee discussed Virginia's possible participation in the forthcoming Southern Regional Electronic Campus (SREC). The SREC was to be a multi-state distance-learning project and was being proposed by the Educational Technology Cooperative of the Southern Regional Education Board (SREB) in cooperation with state educational agencies to begin the following spring. SCHEV staff recommended Council's approval of Virginia's participation in the SREC with the stipulation that any regulatory, legislative or procedural issues that might arise from this participation be explored and resolved by staff. In December, Council's Planning Committee discussed the SREC proposal, Virginia's possible participation, and the SREC's "Common Standards." Later during that same meeting, the full Council approved Virginia's participation in the SREC.

In the spring of 1998, SCHEV staff reported to the Planning Committee on the need for rapid approval of distance-education sites, stating that "the rapid changes in electronic delivery of instruction require that Virginia colleges and universities respond quickly so that they can meet the expressed educational needs in specific areas. The Council's current procedures require specific Council action and thus do not provide for rapid approval." Staff's report also explained that off-campus sites specifically approved or funded by the General Assembly (such as sites for ODU's TeleTechNet program) were not subject to Council approval, but were considered in the Council's budget recommendations. Moreover, the Council's earlier approval of Virginia's participation in the SREC had given Virginia institutions approval to offer instruction through the SREC without gaining Council approval for each course or site. Staff recommended that the Council adopt a two-pronged approach--rapid approval with quality controls--for the process of approving distance-education sites (as an interim step until the Council had an opportunity to establish policies that dealt more directly with electronically-delivered instruction).

In May 1998, staff's proposal regarding the rapid approval of distance-education sites was presented to the full Council. The proposed two-prong approach was combined into a single resolution delegating to the agency Director:

> authority to approve requests from public colleges and universities to offer courses and programs electronically and on-site at off-campus locations within and beyond the borders of the Commonwealth. This delegation is limited to offerings under the provisions of the Southern Regional Education Board's (SREB) Electronic Campus or the institution certifies that it is in compliance with the "Principles of Good Practice" developed by the SREB. The Director shall report to the Council on actions taken.

Summary. After the focus on Virginia institutions' off-campus activities had centered on instruction for most of the Twentieth century, in the 1980s and 1990s this focus shifted rather abruptly: first, to a combination of instructional and site-related concerns; then, to a site-based focus; and then, back to a focus on instruction and the delivery thereof. These evolving concerns and foci--sometimes the results of, and sometimes the contributors to, evolving legislative and/or Council mandates--contributed to the calls for attention and action voiced regarding Virginia institutions' off-campus instructional sites in 2002.

RECENT DEVELOPMENTS, ISSUES AND CHALLENGES

The Off-Campus Instructional Site Issue in the Twenty-First Century

As Virginia entered the Twenty-First century, it experienced a massive state-budget shortfall. Given the Commonwealth's status as a "balanced-budget" state, the new governor elected in 2001 had little choice but to cut spending, reduce budgets, lay-off employees, and explore ways to increase state-government efficiency (without sacrificing effectiveness).

In public and published comments, Governor Mark Warner expressed a perception held by many people across Virginia that the Commonwealth's public colleges and universities were unnecessarily (inefficiently) duplicating the academic courses and/or programs offered in some geographic areas/regions via the operation of off-campus sites. Questions were raised regarding the State Council's apparent failure to check this perceived proliferation of off-campus sites, and suggestions were made regarding the possible closure of some sites, especially in the Northern Virginia region. Suddenly, the issue of public institutions' off-campus instructional sites was central again; off-campus sites quickly became an issue tied to, and sometimes confused with and/or not separated from, the activities taking place within them. This section of this report summarizes the relevant developments in the year 2002.

The Appropriation Act of 2002-04. In light of the situation described above, the 2002 General Assembly revisited Section 4-5.05c of the Appropriation Act, the section dealing with off-campus instructional sites. For the second time since its addition in 1988, language in this section of the Act was revised:

> OFF-CAMPUS SITES OF INSTITUTIONS OF HIGHER EDUCATION: No public college or university shall plan for any off-campus location without first referring the matter to the State Council of Higher Education for Virginia for information, consideration, and recommendation to the Governor and General Assembly. No public college or university shall establish or employ faculty or staff at an off-campus location without prior approval of the State Council of Higher Education for Virginia, unless the General Assembly has provided specific approval and appropriation identifying the additional off-campus activities. For the colleges of the Virginia Community College System, the State Board of Community Colleges shall be responsible for approving off-campus locations. Activities governed by this requirement are those at any locations not contiguous to the main campus of the institution, including locations outside Virginia, where credit or noncredit offerings are provided and for which full-time or part-time faculty of staff are employed.

Taken literally, this legislation would require that a public institution seek Council (and eventual executive and legislative) approval for any and all off-campus instructional activities, regardless of: (1) the length (time span) of these proposed activities; (2) the need for (immediacy of) these proposed activities; and (3) the nature of the sites (free-use, donated, leased, bought, or built) at which these proposed activities were to be offered. At least a part of the intention behind this revision was to make it more difficult for public colleges and universities to use state funds to duplicate academic offerings and to compete with other public institutions for students, resources and recognition in these institutions' own local areas and/or regions.

The Council and Its Staff. The new Appropriation Act language related to off-campus instructional sites became effective on July 1, 2002. The State Council of Higher Education, and specifically its Academic Affairs Committee, needed to revise its policies and procedures to reflect the spirit and intent of the new legislation. When institutional representatives were informed of the language in the Act by SCHEV staff, not only were negative reactions to this language expressed, but surprise was also voiced that any such language existed at all. This purported lack of awareness of SCHEV's responsibility for approving off-campus instructional sites, and of institutions' responsibility to propose these sites to the Council in their planning stages, gave staff reason to believe that some institutions might be operating off-campus instructional sites without Council approval (or even notification).

In hopes of shedding light on the extent of public institutions' off-campus activities, SCHEV staff initiated a survey of Virginia's public colleges and universities. This survey about off-campus instructional sites (and programs) was completed in October 2002; the results are provided herein in "Appendix A: Survey of Sites and Programs at Public Colleges and Universities." This raw data--as well as a preliminary list of sites known to have been approved by the Council--was shared with the General Assembly's Joint Legislative Audit and Review Commission (JLARC), but was not otherwise released pending inclusion and analysis in this report.

The survey asked public institutions: (1) whether they provided any non-credit instruction at off-campus locations; (2) whether they provided any for-credit instruction at off-campus locations; and (3) to list the locations at which any and all of this off-campus instruction was provided. Additional information about these sites was requested, including the name of each site, the type of facility it was, its city location, the type of activity offered at the site, whether degree completion was possible on-site (and if so in what programs), the year the site opened, the site's for-credit enrollment in fall 2001 and the site's non-credit enrollment in fall 2001.

Eleven four-year public institutions and the 23 Virginia community colleges reported a total of over 150 locations; however, not all of these locations fit SCHEV's criteria and definitions. Some institutions included information about non-instructional research centers, and some multi-campus institutions reported each of their campuses as off-campus sites. While the data provided SCHEV staff with much more information and insight than was previously possessed by the agency, this information was difficult to conceptualize and contextualize at first glance. Rather than summarizing all of the data in Appendix A, this report will focus on, and respond to, the section of the November 2002 draft of the JLARC "Special Report: Higher Education" that related to SCHEV's survey of off-campus instructional sites.

JLARC's "Special Report: Higher Education." The November 2002 draft of JLARC's report on higher education addressed the off-campus sites issue and analyzed the information from SCHEV's October 2002 survey. The report pointed to "a total of 78 off-campus locations that are maintained by 11 [four-year] higher education institutions" and "documentation indicating Council approval for 14 of these sites. (In some cases, sites may have been approved by the General Assembly, in which case they are not subject to approval by SCHEV)." The historical and descriptive information outlined throughout the previous pages of this SCHEV report allow these statements from the JLARC report to be placed into better context and clearer focus.

Although a total of 78 off-campus locations were identified in relation to 11 four-year institutions, a significant number of these sites were not being "maintained by" these institutions to the degree implied in the JLARC report. Of these 78 sites where credit and/or non-credit instruction was offered in fall 2001, 26 were community colleges where the senior institutions (almost exclusively ODU through its TeleTechNet program) were offering electronically-delivered instruction. Clearly these community colleges were not being "maintained by" the institutions that were utilizing their facilities. Moreover, the General Assembly approved ODU's TeleTechNet program–and its utilization of community-college facilities–in the mid 1990s.

Of the 52 remaining off-campus locations cited in the JLARC report, seven were beyond the relevant and applicable definitions. Perhaps in an effort to be as forthcoming as possible, the College of William and Mary reported information on four non-instructional research centers as well as the Virginia Institute of Marine Science (which is a unique and generally-separate entity in Virginia whose affiliation with W&M was approved by the General Assembly in 1979). George Mason University reported as off-campus instructional locations its Arlington and Prince William campuses (the latter of which was approved by SCHEV in 1988); as campuses, they are technically not off-campus. If these seven "sites" are removed from consideration, a total of "only" 45 sites remains.

Within these 45 off-campus instructional sites, 12 are actually five specific instructional locations that are shared by multiple institutions. For example, ODU and NSU share their Council-approved Virginia Beach Center and each institution reported it as a separate site; likewise, they share the legislatively-approved Tri-Cities Center in Portsmouth. Also, MWC and VCU each reported the James Monroe Center in Fredericksburg, and multiple institutions reported instruction at the Northern Virginia Higher Education Center in Falls Church and the legislatively-approved Southwest Virginia Higher Education Center in Abingdon. The former site was most likely approved either prior to or by the regional consortium that once coordinated off-campus activities in Northern Virginia. The issue is more of whether and when each institution was approved to offer courses at these pre-existing sites and of how these sites are currently funded.

Elimination of the duplicative counting of shared and/or joint sites yields a total of 38 discreet, individual sites. Of these 38 sites, eight were on SCHEV's list of approved sites and, except for VCU's 2001-approved sites in Qatar (School of Arts) and Fairfax (INOVA Hospital), have been discussed in this report. Two additional shared sites—the ODU/NSU Tri-Cites Center in Portsmouth and the SouthWest Virginia Higher Education Center in Abingdon had been approved by the General Assembly.

Of the 28 remaining off-campus sites, 12 were reported with dates of establishment that pre-date either SCHEV's authority to approve off-campus activities (1966) or SCHEV's creation as Virginia's higher education coordinating body (1956). **While the JLARC report inferred that as many as 64 non-approved off-campus sites may have been in operation by four-year public institutions in the fall of 2001, this current SCHEV analysis indicates a much smaller number (16).**

These remaining 16 sites may, in fact, be unauthorized off-campus sites. They may also be sites approved: (1) by the General Assembly at some point in the past (institutions were not asked to report such information); (2) by the various regional consortia prior to their elimination; (3) by whatever mechanisms were in place prior to SCHEV's establishment in 1956 or its 1966 authority in this area; or (4) when established, these sites may have been outside the (often) changing definition of an off-campus instructional site that required approval (by SCHEV, the legislature, or the consortia). More in-depth examination may yield information on the approval of these sites or at least on their establishment dates.

The JLARC report also stated that GMU had "expressed concern that other state institutions offer programs in northern Virginia that are redundant and compete directly with programs provided by GMU." A diagram in the JLARC report of the distribution of the 78 off-campus sites across the Commonwealth did indicate concentrations of off-campus instructional sites in Northern Virginia, as well as in the Roanoke, Washington County, and Hampton Roads areas. **However, of the 16 discreet sites for which no approval information has yet to be identified, only four are in Northern Virginia (and one of these is operated by GMU).** Although the JLARC report's concern over past and present "inefficient allocation[s] of resources and unnecessary redundancies" may have some merit, **analysis of these institutionally-reported data do not necessarily indicate that the majority of these inefficiencies and redundancies are occurring due to a proliferation of off-campus sites and activities that lack either Council or General Assembly approval.**

On these issues, the JLARC report recommended that the General Assembly:

> consider requesting that SCHEV review existing off-campus sites that were not approved by the General Assembly and did not go through SCHEV's approval process. The General Assembly may also wish to consider extending SCHEV's authority to close such sites if they do not meet SCHEV's policies and guidelines for off-campus sites.

Issues and Challenges of Immediate and Future Relevance

Issues Considered by the Council's Academic Affairs Committee. As the Academic Affairs Committee of the State Council of Higher Education discussed the issue of public institutions' off-campus instructional sites throughout much of 2002, it struggled with the fact that neither the Code of Virginia nor the Appropriation Act provided an explicit statement of the Commonwealth's (or the Council's) interest in regulating public institutions' off-campus activities. As SCHEV staff searched for a starting point from which to undertake a revision of the Council's organizational-change (and off-campus site) policies and procedures, it provided the Academic Affairs Committee with a set of issues and challenges with which to frame its discussion:

- **Quality**. Ensuring and maintaining the overall quality of Virginia's higher education system, as well as that of its public institutions and their academic programs, is paramount. (How do off-campus activities impact issues of quality? How best is quality ensured and maintained for off-campus activities?)

- **Access**. A coordinated system should provide reasonable access to those seeking higher education within a state. (How do off-campus activities impact issues of access? How best is access ensured and maintained during a period of increasing enrollment projections and decreasing state funding/increasing tuitions?)

- **Resources**. A coordinating board must be concerned with public institutions' efficient and effective use of state resources. In the area of academic programs, SCHEV is charged with responsibility for avoiding and reducing unnecessary duplication. Such a charge does not exist for the off-campus activity issue. Nonetheless, Council's various legislative mandates related to coordinating the state's system of higher education may be taken as directives to avoid and reduce the inefficient and ineffective use of state resources. (What constitutes a "proliferation" of off-campus activities? Does evidence indicate that public institutions' current off-campus activities represent inefficient and/or ineffective uses of state resources? Should public institutions be allowed to use off-campus activities to compete with other institutions? If public institutions' off-campus activities are to be privately funded, self-sufficient/supporting, and/or revenue generating, how closely should the Council involve itself in their approval and operation?)

- **Institutional size and scope**. The Council is charged with the review and approval or disapproval of public institutions' statements of mission. Given that Virginia does not restrict its public four-year colleges and universities to geographic service regions, these institutions' mission statements should reflect the scope of their academic activities. Likewise, a statement of mission should be reflective of an institution's size. (Are public institutions' current off-campus activities within their approved missions? Would restrictions on public institutions' abilities to engage in off-campus activities allow/cause those that are more geographically isolated to grow—in size and/or scope—beyond their approved missions?)

- **Council communication and consistency**. One feature of a high-quality system of higher education is consistency in a coordinating board's messages and actions. SCHEV must be careful not to send mixed and/or conflicting signals to Virginia's public institutions. The state and the Council have touted the benefits of decentralization, institutional entrepreneurship and responsiveness, and outcomes-based assessment; however, current budgetary exigencies have led to calls for more regulation and accountability, less institutional competition, and inputs-based (funds) assessment as well. Council's new strategic plan for Virginia's higher education system encourages institutions to be responsive to the needs of business and industry, while the new (2002) Appropriation Act language may be interpreted as requiring all off-campus sites be approved by the Council and the General Assembly. Moreover, despite the 14-year existence of Council's off-campus-site approval mandate in the Appropriation Act (and Council's publication of the attendant policies and procedures), numerous institutional representatives have indicated a lack of awarenes that off-campus activities must be approved by (or reported to) SCHEV. (How best should Council proceed to ensure and maintain a consistent message to its public institutions? How best should Council's organizational-change and off-campus site policies and procedures be communicated to public institutions; to the legislative and executives branches; and to the public?)

As these discussions progressed through mid 2002, the Academic Affairs Committee came to perceive that the two central interests of the Commonwealth and the Council in this matter were **academic quality** and **resources**. Within this more-focused discussion, **the committee considered—and dismissed as too problematic—the prospect of the General Assembly and/or the Council designating geographic service regions for four-year institutions.**

In the fall of 2002, SCHEV staff submitted a draft policy and procedures document to the Academic Affairs Committee for review, consideration for approval, and possible recommendation to the full Council for adoption. Carefully drafted by SCHEV staff to reflect and adhere to the new Appropriation Act language, this document was deemed too restrictive and too cumbersome (both for institutions and for SCHEV) by the committee. Nonetheless, these draft policies and procedures did contribute to the committee's conclusion that resources—**state funds and the use thereof**—were the central interests of the Commonwealth and thus the Council in this matter. The committee moved to seek further revision to the Appropriation Act in the 2003 legislative session to make this interest explicit in the language of Section 4-5.05c and to provide SCHEV staff with more direction in drafting less restrictive, less cumbersome policies and procedures.

As 2003 Begins. As 2003 begins, the Council is seeking legislative support for a further revision of the Appropriation Act and is about to act on a new draft policy-and-procedures document containing and reflecting this amended language. As this report is being finalized, the Council's preferred wording of Section 4-5.05c is as follows:

> A public college or university **seeking to use state funds** to **create, establish, or operate** an off-campus instructional location must first refer the matter to the State Council of Higher Education for Virginia for information, consideration, and recommendation to the Governor **and/or** General Assembly. For the colleges of the Virginia Community College System, the State Board of Community Colleges shall be responsible for approving off-campus locations. Sites governed by this requirement are those not contiguous to the main campus of the institution, including locations outside Virginia, where credit or noncredit offerings are provided and **for which state funds are used** to employ full-time or part-time faculty or staff as defined by Council's guidelines (emphasis added).

The bold type above indicates the key aspects of the section and is discussed below within the discussion of the draft policies and procedures.

On January 15, 2003, the Council's Academic Affairs Committee is slated to review, discuss, and possibly act on staff's draft policies and procedures for internal and off-campus organizational changes (the document is included as this report's "Appendix B: Policies and Procedures for Internal and Off-Campus Organizational Changes." If the committee and the full Council approve this draft document—and if the Appropriation Act revision on which it rests is passed during the 2003 General Assembly session—then these policies and procedures will become effective on April 1, 2003.

Because the policies and procedures are still in draft form and because the legislative language on which they are based has yet to be adopted, the document will not be described in detail here. However, the bold-type sections of the intended Appropriation Act revision indicated above necessitate explanation. First, **the Council is seeking to make the use of state funds central to the off-campus instructional site issue.** Any site for which public funds will be sought and/or used in creation, establishment, and/or ongoing operation will be required to be submitted to the Council for approval. Sites that will not require state funds (privately-funded and/or self-supporting sites) will not require Council approval; institutions will be required to list all such sites annually, as well as to certify in writing (with a signature) that these sites have not used state funds in the past year and will not do so in the coming year.

If the Council approves a proposed off-campus instructional site for which state funds will be necessary, the recommendation will then be forwarded to the Governor **and/or** General Assembly for final approval. The use of the "and/or" double conjunction is intended to create an opportunity for **"expedited" review and approval** of some sites. Specifically, if a funding-dependent, Council-approved site (proposal) is to be used **for non-credit instruction or for credit instruction in one or more curricular areas of immediate need to the citizens of the area**, then the Council will forward the approved proposal to the Governor, and to the General Assembly **only if it is in session at the time**. Thus, these time-critical off-campus activities will not be overly delayed by the legislative schedule. However, Council-approved **sites for which an immediate need cannot be adequately demonstrated** will require **both** gubernatorial **and** legislative approval. Such a requirement is reflected in the Appropriation Act language.

CONCLUSIONS

The issue of public colleges' and universities' off-campus instructional sites has had a long and varied history in Virginia. Concerns over the unnecessary duplication of courses and programs and of off-campus site proliferation (especially in Northern Virginia) have been voiced at different times and at different levels since the early 1960s. No doubt, this issue will remain a topic of state-level focus for some time to come as institutions grow and change, as delivery systems evolve, and as political and economic developments bring new challenges and new ideas to the Commonwealth.

Over the past year, elected and appointed officials, their constituents, and even some colleges and universities have raised concerns regarding public institutions' off-campus activities. Often these concerns have blurred distinctions between the actual sites and the instructional activities provided at these sites. The State Council of Higher Education does not approve academic programs (or the courses contained therein) on a site-by-site basis. Any academic program approved by the Council may be offered off-campus. This fact, coupled with public institutions' lack of awareness about, or unwillingness to fulfill, their responsibility to seek Council approval of off-campus instructional sites, has contributed greatly to the perception by some that "program proliferation," "unnecessary duplication," and/or "unnecessary competition" is occurring.

Conclusion 1: An attempt to regulate every academic course provided beyond the grounds of public institutions' main campuses would overwhelm the Council and its staff and would impede the ability of public institutions to respond to the immediate needs of their communities (especially in terms of teacher recertification activities).

Conclusion 2: An attempt to regulate every off-campus instructional site utilized by public institutions—including those sites used for less than one semester and/or privately funded—would also overwhelm the Council and its staff and would restrict public institutions' ability to be responsive, entrepreneurial, and/or accessible.

Neither the Code of Virginia nor the policies of the State Council of Higher Education restricts public colleges and universities to geographic service regions. In the absence of the long-eliminated regional consortia, and in the presence of Council's 10-year focus on off-campus sites, public institutions' instructional activities (both on campus and off) have been a matter of self-governance related to their institutional missions (which are subject to Council approval). If a public college or university in Virginia expresses its mission in terms of access and/or service to the Commonwealth, the nation, and/or the world, then it is not overstepping its mission if it seeks Council approval to offer instruction beyond its campus, its city or region, or the borders of the state and/or country.

Conclusion 3: An attempt to impose formal or informal geographic service regions upon Virginia's public colleges and universities would be a highly difficult task to achieve at this time. Such a mandate would have been more timely when the regional consortia were being eliminated; such a mandate today would infringe upon the missions of many public colleges and universities.

Conclusion 4: An attempt to substantially restrict public institutions' off-campus sites (and thus off-campus activities) would significantly impede the ability of these colleges and universities to:

(1) provide access to students in geographic areas that lack sufficient educational opportunities;

(2) provide access to students in geographic areas where the populations of potential students exceed the capacities of local institutions;

(3) provide access for the 38,000 additional students projected in the Council's "Systemwide Strategic Plan" to seek higher education in Virginia over the next decade;

(4) provide education, training, and workforce development to meet the changing and immediate needs of business and industry in specific geographic areas; and

(5) become more "entrepreneurial" as has been urged in recent years and as is increasingly necessary given budgetary reductions. (Activities at off-campus sites are often financially self-supporting and can be sources of surplus revenue for institutions.)

The Commonwealth will face significant challenges in the near and long term if public colleges and universities are forced to close currently operating off-campus instructional sites—regardless of whether these sites were approved by the State Council, the General Assembly, the State Board of Community Colleges, or none of the above.

Conclusion 5: The educational activities provided at off-campus instructional sites often yield surplus revenues that are used to supplement other academic activities (on- and off-campus); to restrict such revenues would be to further restrict public institutions' abilities to provide higher education in these budgetary-challenging times.

Conclusion 6: Over the next decade, approximately 38,000 more students than are currently enrolled are forecast to seek higher education in Virginia; to restrict the sites at which these students might enroll would be to further restrict the abilities of the Commonwealth's system of higher education to accommodate these potential students. (Accommodation of these potential students is one of the three goals of the Council's "Systemwide Strategic Plan"—public institutions are required by statute to address the statewide goals in the institutional strategic plans.)

With increasing frequency, public colleges and universities are turning to private sources of funding and/or to partnerships with private organizations to support their academic activities—especially off-campus academic activities and sites.

Conclusion 7: Current efforts at the state level to impose regulation on state-funded off-campus activities and sites are likely to contribute to even more privately-funded sites for public institutions. The Commonwealth should be mindful of the ongoing blurring of the definition of ***public*** higher education.

ACKNOWLEDGEMENTS

This issue paper is the result of collaborative efforts within SCHEV as well as between SCHEV and Virginia's public colleges and universities. Within the agency, the Institutional Research and Technology Services section, under the direction of Todd Massa, coordinated the survey of institutions' off-campus instructional sites. The Academic Affairs section, under the direction of Nancy Cooley, coordinated the research and analysis of the background and current-issue information. Alan Edwards, an associate for academic affairs, brought these collaborative efforts together in the final preparation of this report.

The Council and its staff would like to thank the public institutions'—and to acknowledge the personnel who responded on the institutions' behalf to the site survey—for their cooperation and responsiveness. SCHEV hopes that this issue paper informs and facilitates current and future higher education policy making in the Commonwealth.

APPENDIX A:

SURVEY OF SITES AND PROGRAMS AT PUBLIC COLLEGES AND UNIVERSITIES

(SCHEV, OCTOBER 2002)

Definitions

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permanent off-site location: a permanent location is one that the institution has occupied for at least three years or has intentions to occupy for at least three years

excluded off-site locations: High schools, military reservations and corporate entities where short-term instruction for employees is contracted.

Branch Campus: a permanent location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, (4) has its own budgetary and hiring authority.

Center: a permanent location or facility potentially shared by multiple institutions in order to provide greater access or meet market demand. A center is normally dedicated solely to instruction.

Institute: normally a permanent off-campus site with a primary function of housing research and study. Instruction at such is likely to be limited to specific disciplines or classes of students.

Other: non-permanent, i.e. leased sites with a lease of less than three years duration.

Citation from the Appropriation Act: No public college or university shall plan for any off-campus location without first referring the matter to the State Council of Higher Education for Virginia for information, consideration, and recommendation to the Governor and the General Assembly. No public college or university shall establish or employ faculty or staff at an off-campus location without prior approval of the State Council of Higher Education for Virginia, unless the General Assembly has provided specific approval or appropriation identifying the additional off-campus activities. For the colleges of the Virginia Community College System, the State Board for Community Colleges shall be responsible for approving off-campus locations. **Activities governed by this requirement are those at any locations not contiguous to the main campus of the institution, including locations outside Virginia, where credit or noncredit offerings are provided and for which full-time or part-time faculty or staff are employed.**

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Reports/Statistics

Christopher Newport University

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does CNU provide **non-credit** instruction at off-campus locations?	**no**
2. Does CNU provide instruction **for credit** at off-campus locations?	**no**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for CNU where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible

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Completed by:

Terry D. Jackson, Data Coordinator on 5/15/2002 12:39:30 PM

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College of William and Mary

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does CWM provide **non-credit** instruction at off-campus locations?	**no**
2. Does CWM provide instruction **for credit** at off-campus locations?	**yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for CWM where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
VMS	VIMS	Branch	Gloucester		Credit Instruction	Yes
	We do not consider it a branch campus, but as part of the main campus, even though the branch definition included in the survey fits, and it is clearly away from the main campus.					
	Doctorate, Marine Science					
	Master's Degree, Marine Science					
PC	Peninsula Center	Center	Newport News		Credit Instruction	Yes
	The only true building we consider as "off campus" - in the official definition of a location that is used for the convenience of the student - would be the Peninsula Center. The rest we consider as on campus because the facilities used are unique and do not exist on the main campus.					
	Bachelor's Degree, Business Administration					
RR	327 Richmond Road	Center	Williamsburg	23187	Research Only	no
	Research center, the College does not consider this as an off campus site.					
CW	Colonial Williamsburg	Other	Williamsburg		Research Only	no
	Used for both credit instruction and research.					
NASA	NASA	Other	Hampton		Research Only	no
	Used for both externships and for research.					
ARC	Applied Research Center	Center	Newport News		Research Only	no

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Completed by:

Daina Henry, Assistant Director Planning and IR on 5/3/2002 11:17:48 AM
Daina Henry, Assistant Dir Planning and IR on 5/9/2002 10:45:24 AM

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George Mason University

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does GMU provide **non-credit** instruction at off-campus locations? **yes**
2. Does GMU provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for GMU where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
AR	Arlington Campus	Part of Distributed Campus	Arlington	22201	Credit Instruction	Yes
	Although Arlington Campus is identified as part of a distributed campus we request that it not be construed as an off-campus location. The Arlington, Prince William, and Fairfax Campuses are all a part of George Mason University.					
	First Professional Degree, Law					
	Master's Degree, Law					
PW	Prince William Campus	Part of Distributed Campus	Manassas	20110	Credit and Non-Credit	no
	Although Prince William Campus is identified as part of a distributed campus we request that it not be construed as an off-campus location. The Arlington, Prince William, and Fairfax Campuses are all a part of George Mason University.					
IT	Center for Innovative Technology	Center	Herndon	20710	Non-Credit Instruction	no

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Completed by:

Laura Phelps, SIS Administrator on 5/20/2002 11:06:18 AM

James Madison University

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does JMU provide **non-credit** instruction at off-campus locations? **no**
2. Does JMU provide instruction **for credit** at off-campus locations? **no**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for JMU where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible

Completed by:

Chuck DeHart, Assistant Director, Institutional Research on 5/9/2002 9:08:51 AM

Longwood University

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does LU provide **non-credit** instruction at off-campus locations?	**no**
2. Does LU provide instruction **for credit** at off-campus locations?	**yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for LU where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
SB	South Boston/Halifax Campus	Center	South Boston	24592	Credit Instruction	Yes

Master's Degree, Education, General

Completed by:

Ed Smith, Director of Assessment and Institutional Research on 4/30/2002 1:02:33 PM

Mary Washington College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does MWC provide **non-credit** instruction at off-campus locations?	**no**
2. Does MWC provide instruction **for credit** at off-campus locations?	**yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for MWC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
st	James Monroe Center for Graduate and Professional Education	Center	Fredericksburg	22406	Credit and Non-Credit	Yes
	Bachelor's Degree, Professional Studies					
	Certificate, Certificate in Management					
	Certificate, Computer Teacher Education					
	Certificate, Information Security					
	Master's Degree, Business Administration					
	Master's Degree, Education					
	Non-Degree (Graduate), Teacher Relicensure/recertification					
JMC	James Monroe Center for Graduate and Professional Education	Center	Fredericksburg	22406	Credit and Non-Credit	Yes

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Completed by:

Ray Pope, on 4/29/2002 2:11:30 PM
Ray Pope, on 5/1/2002 9:43:48 AM
Ray Pope, Report Coordinator on 5/9/2002 9:58:57 AM

Norfolk State University

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does NSU provide **non-credit** instruction at off-campus locations?	**yes**
2. Does NSU provide instruction **for credit** at off-campus locations?	**yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for NSU where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
TC	Tri-Cities Campus	Center	Portsmouth	23702	Credit Instruction	no
VB	Virginia Beach Campus	Center	Virginia Beach	23456	Credit and Non-Credit	no
NB	Naval Base	Center	Norfolk	23505	Credit Instruction	no

Completed by:

Terricita Sass, Director of Institutional Research on 5/7/2002 8:09:36 AM
Terricita Sass, Director of Institutional Research on 5/10/2002 1:49:58 PM

Old Dominion University

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does ODU provide **non-credit** instruction at off-campus locations?	**yes**
2. Does ODU provide instruction **for credit** at off-campus locations?	**yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for ODU where instruction occurs are:

Abbrev.	Main Campus	Type of	City	Zipcode	Activity Type	Degree
VB	Virginia Beach Campus	Center	Center	23456	Credit and	Yes

Bachelor's Degree, Accounting
Bachelor's Degree, Communication
Bachelor's Degree, Computer Science
Bachelor's Degree, Criminal Justice
Bachelor's Degree, Engineering Technology
Bachelor's Degree, English
Bachelor's Degree, Financial Management
Bachelor's Degree, Geography
Bachelor's Degree, Health Sciences/Environmental Health
Bachelor's Degree, Human Services Counseling
Bachelor's Degree, Information Systems and Technology
Bachelor's Degree, Interdisciplinary Studies
Bachelor's Degree, Management
Bachelor's Degree, Marketing Management
Bachelor's Degree, Nursing
Bachelor's Degree, Occupational and Technical Studies
Bachelor's Degree, Psychology
Master's Degree, Business Administration
Master's Degree, Community Health
Master's Degree, Early Childhood Education
Master's Degree, Educational Administration
Master's Degree, Elementary Education
Master's Degree, Engineering Management
Master's Degree, General Secondary Education
Master's Degree, Nursing

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	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Public Administration					
	Master's Degree, Reading					
	Master's Degree, Social Studies Education					
	Master's Degree, Special Education					
	Master's Degree, Taxation					
TN	Teletechnet	TeleTechnet	m	m	m	m
PN	Peninsula Campus	Center	Hampton	23666	Credit and Non-Credit	Yes
	Master's Degree, Business Administration					
	Master's Degree, Educational Administration					
	Master's Degree, Engineering					
	Master's Degree, Engineering Management					
	Master's Degree, General Secondary Education					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Physical Education					
	Master's Degree, Public Administration					
	Master's Degree, Reading					
	Master's Degree, Social Studies Education					
	Master's Degree, Special Education					
TC	Tri-Cities Campus	Center	Portsmouth	23322	Credit and Non-Credit	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Civil Engineering					
	Bachelor's Degree, Communication					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Electrical Engineering					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					

	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Community Health					
	Master's Degree, Engineering Management					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Public Administration					
	Master's Degree, Taxation					
BR	Blue Ridge Community College	Other	Weyer's Cave	24486	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
CV	Central VA Community	Other	Lynchburg	24502	Credit	Yes

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	College				Instruction	
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Engineering Management					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
DL	Dabney S Lancaster Community College	Other	Clifton Forge	24422	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					

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	Master's Degree, Engineering Management					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
DV	Danville Community College	Other	Danville	24541	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
	Master's Degree, Taxation					
ES	Eastern Shore Community College	Other	Melfa	23410	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					

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	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
GM	Germanna Community College	Other	Locust Grove	22508	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Engineering Management					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
	Master's Degree, Taxation					
JS	J. Sergeant Reynolds Community College	Other	Richmond	23285	Credit Instruction	Yes

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	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
JT	John Tyler Community College	Other	Chester	23831	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Engineering Management					

	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
	Master's Degree, Taxation					
L1	Lord Fairfax Community College	Other	Middletown	22645	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
L2	Lord Fairfax Community College Fauquier Campus	Other	Warrenton	20187	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					

	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
ME	Mountain Empire Community College	Other	Big Stone Gap	24219	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
NR	New River Community College	Other	Dublin	24084	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					

Bachelor's Degree, Engineering Technology
Bachelor's Degree, Financial Management
Bachelor's Degree, Health Sciences/Environmental Health
Bachelor's Degree, Human Services Counseling
Bachelor's Degree, Information Systems and Technology
Bachelor's Degree, Interdisciplinary Studies
Bachelor's Degree, Management
Bachelor's Degree, Marketing Management
Bachelor's Degree, Nursing
Bachelor's Degree, Occupational and Technical Studies
Master's Degree, Elementary Education
Master's Degree, Nursing
Master's Degree, Occupational and Technical Studies
Master's Degree, Special Education

N1	Northern VA Community College Annandale	Other	Annandale	22003	Credit Instruction	Yes

Bachelor's Degree, Accounting
Bachelor's Degree, Computer Science
Bachelor's Degree, Criminal Justice
Bachelor's Degree, Engineering Technology
Bachelor's Degree, Financial Management
Bachelor's Degree, Health Sciences/Environmental Health
Bachelor's Degree, Human Services Counseling
Bachelor's Degree, Information Systems and Technology
Bachelor's Degree, Interdisciplinary Studies
Bachelor's Degree, Management
Bachelor's Degree, Marketing Management
Bachelor's Degree, Nursing
Bachelor's Degree, Occupational and Technical Studies
Master's Degree, Elementary Education
Master's Degree, Engineering Management
Master's Degree, Nursing
Master's Degree, Occupational and Technical Studies
Master's Degree, Special Education

	Master's Degree, Taxation					
N2	Northern VA Community College Woodbridge	Other	Woodbridge	22192	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
PH	Patrick Henry Community College	Other	Martinsville	24115	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					

	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Engineering Management					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
PC	Paul D. Camp Community College	Other	Franklin	23851	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
PM	Piedmont Community College	Other	Charlottesville	22902	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					

	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Engineering Management					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
R1	Rappahannock Community College Glenns	Other	Glenns	23149	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
R2	Rappahannock Community College Warsaw	Other	Warsaw	22572	Credit Instruction	Yes

Bachelor's Degree, Accounting
Bachelor's Degree, Computer Science
Bachelor's Degree, Criminal Justice
Bachelor's Degree, Engineering Technology
Bachelor's Degree, Financial Management
Bachelor's Degree, Health Sciences/Environmental Health
Bachelor's Degree, Human Services Counseling
Bachelor's Degree, Information Systems and Technology
Bachelor's Degree, Interdisciplinary Studies
Bachelor's Degree, Management
Bachelor's Degree, Marketing Management
Bachelor's Degree, Nursing
Bachelor's Degree, Occupational and Technical Studies
Master's Degree, Elementary Education
Master's Degree, Nursing
Master's Degree, Occupational and Technical Studies
Master's Degree, Special Education

S1	Southside VA Community College Christanna	Other	Alberta	23821	Credit Instruction	Yes

Bachelor's Degree, Accounting
Bachelor's Degree, Computer Science
Bachelor's Degree, Criminal Justice
Bachelor's Degree, Engineering Technology
Bachelor's Degree, Financial Management
Bachelor's Degree, Health Sciences/Environmental Health
Bachelor's Degree, Human Services Counseling
Bachelor's Degree, Information Systems and Technology
Bachelor's Degree, Interdisciplinary Studies
Bachelor's Degree, Management
Bachelor's Degree, Marketing Management
Bachelor's Degree, Nursing
Bachelor's Degree, Occupational and Technical Studies
Master's Degree, Elementary Education

Master's Degree, Engineering Management
Master's Degree, Nursing
Master's Degree, Occupational and Technical Studies
Master's Degree, Special Education

S2	Sothside VA Community College J. H. Daniel Campus	Other	Keysville	23947	Credit Instruction	Yes

Bachelor's Degree, Accounting
Bachelor's Degree, Computer Science
Bachelor's Degree, Criminal Justice
Bachelor's Degree, Engineering Technology
Bachelor's Degree, Financial Management
Bachelor's Degree, Health Sciences/Environmental Health
Bachelor's Degree, Human Services Counseling
Bachelor's Degree, Information Systems and Technology
Bachelor's Degree, Interdisciplinary Studies
Bachelor's Degree, Management
Bachelor's Degree, Marketing Management
Bachelor's Degree, Nursing
Bachelor's Degree, Occupational and Technical Studies
Master's Degree, Elementary Education
Master's Degree, Engineering Management
Master's Degree, Nursing
Master's Degree, Occupational and Technical Studies
Master's Degree, Special Education

SW	Southwest VA Community College	Other	Richlands	24641	Credit Instruction	Yes

Bachelor's Degree, Accounting
Bachelor's Degree, Computer Science
Bachelor's Degree, Criminal Justice
Bachelor's Degree, Engineering Technology
Bachelor's Degree, Financial Management
Bachelor's Degree, Health Sciences/Environmental Health
Bachelor's Degree, Human Services Counseling

	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
VW	VA Western Community College	Other	Roanoke	24015	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Medical Technology					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Engineering Management					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
	Master's Degree, Taxation					
VH	Virginia Highlands Community College	Other	Abingdon	24212	Credit Instruction	Yes

Bachelor's Degree, Accounting
Bachelor's Degree, Computer Science
Bachelor's Degree, Criminal Justice
Bachelor's Degree, Engineering Technology
Bachelor's Degree, Financial Management
Bachelor's Degree, Health Sciences/Environmental Health
Bachelor's Degree, Human Services Counseling
Bachelor's Degree, Information Systems and Technology
Bachelor's Degree, Interdisciplinary Studies
Bachelor's Degree, Management
Bachelor's Degree, Marketing Management
Bachelor's Degree, Medical Technology
Bachelor's Degree, Nursing
Bachelor's Degree, Occupational and Technical Studies
Master's Degree, Elementary Education
Master's Degree, Engineering Management
Master's Degree, Nursing
Master's Degree, Occupational and Technical Studies
Master's Degree, Special Education
Master's Degree, Taxation

WT	Wytheville Community College	Other	Wytheville	24382	Credit Instruction	Yes

Bachelor's Degree, Accounting
Bachelor's Degree, Computer Science
Bachelor's Degree, Criminal Justice
Bachelor's Degree, Engineering Technology
Bachelor's Degree, Financial Management
Bachelor's Degree, Health Sciences/Environmental Health
Bachelor's Degree, Human Services Counseling
Bachelor's Degree, Information Systems and Technology
Bachelor's Degree, Interdisciplinary Studies
Bachelor's Degree, Management
Bachelor's Degree, Marketing Management

	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Elementary Education					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Special Education					
NV	Northern Virginia Higher Education Center	Center	Sterling	20164	Credit and Non-Credit	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Computer Science					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Dental Hygiene					
	Bachelor's Degree, Engineering Technology					
	Bachelor's Degree, Financial Management					
	Bachelor's Degree, Health Sciences/Environmental Health					
	Bachelor's Degree, Human Services Counseling					
	Bachelor's Degree, Information Systems and Technology					
	Bachelor's Degree, Interdisciplinary Studies					
	Bachelor's Degree, Management					
	Bachelor's Degree, Marketing Management					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Occupational and Technical Studies					
	Master's Degree, Business Administration					
	Master's Degree, Community Health					
	Master's Degree, Dental Hygiene					
	Master's Degree, Educational Administration					
	Master's Degree, Engineering					
	Master's Degree, Engineering Management					
	Master's Degree, General Secondary Education					
	Master's Degree, Nursing					
	Master's Degree, Occupational and Technical Studies					
	Master's Degree, Reading					
	Master's Degree, Special Education					

Marty Smith Sharpe, Director, University Planning and Institutional Research on 5/15/2002 2:44:10 PM

Radford University

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does RU provide **non-credit** instruction at off-campus locations? **yes**
2. Does RU provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for RU where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
SW	Southwest Virginia Higher Education Center	Other	Abingdon, VA	24210	Credit and Non-Credit	Yes
	Master's Degree, Counseling and Human Development					
	Master's Degree, Criminal Justice					
	Master's Degree, Educational Leadership					
	Master's Degree, Social Work					
RO	Roanoke Higher Education Center	Other	Roanoke, VA	24016	Credit and Non-Credit	Yes
	Bachelor's Degree, Criminal Justice					
	Master's Degree, Business Administration					
	Master's Degree, Corporate & Prof Communication					
	Master's Degree, Counseling and Human Development					
	Master's Degree, Educational Leadership					
	Master's Degree, Reading					
	Master's Degree, Special Education					
VW	Virginia Western Community College	Other	Roanoke, VA	24038	Credit Instruction	Yes
	Bachelor's Degree, Accounting					
	Bachelor's Degree, Criminal Justice					
	Bachelor's Degree, Nursing					
	Bachelor's Degree, Social Work					

Completed by:

Radford University, Office of IRPA on 5/2/2002 9:58:30 AM

BEST COPY AVAILABLE

University of Virginia

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does UVA provide **non-credit** instruction at off-campus locations? **yes**
2. Does UVA provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for UVA where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
NG	North Grounds (for internal use only)	Other	Charlottesville	22904	Credit Instruction	Yes

This is not an off-campus site. All enrollments at this site are reported as on-campus.

Doctorate, Business Administration

Doctorate, Law

First Professional Degree, Law

Master's Degree, Business Administration

Master's Degree, Law

NV	Northern Virginia Center	Center	Falls Church	22043	Research Only	Yes

In addition to the programs listed below, the EdS (post-masters) in Education can also be earned solely at this site. Masters in engineering programs are primarily part of the CGEP. The Doctorate in Education (EdD) sometimes (but not always) has an on-campus requirement.

Doctorate, Education

Master's Degree, Architecture

Master's Degree, Chemical Engineering

Master's Degree, Civil Engineering

Master's Degree, Education

Master's Degree, Electrical Engineering

Master's Degree, Materials Science

Master's Degree, Mechanical and Aerospace Engineering

Master's Degree, Systems Engineering

SW	UVa Southwest Programs	Center	Abingdon	24210	Credit and Non-Credit	Yes

In addition to the programs listed below, the EdS (post-masters) in Education can also be earned solely at this site. Masters in engineering programs are primarily part of the CGEP. The Doctorate in Education (EdD) sometimes (but not always) has an on-campus requirement.

Doctorate, Education

Master's Degree, Architecture

Master's Degree, Chemical Engineering

Master's Degree, Civil Engineering

Master's Degree, Education

Master's Degree, Electrical Engineering

Master's Degree, Materials Science

Master's Degree, Mechanical and Aerospace Engineering

Master's Degree, Systems Engineering

RO	Roanoke Center	Center	Roanoke	24016	Credit and Non-Credit	Yes

In addition to the programs listed below, the EdS (post-masters) in Education can also be earned solely at this site. Masters in engineering programs are primarily part of the CGEP. The Doctorate in Education (EdD) sometimes (but not always) has an on-campus requirement.

Doctorate, Education

Master's Degree, Architecture

Master's Degree, Chemical Engineering

Master's Degree, Civil Engineering

Master's Degree, Education

Master's Degree, Electrical Engineering

Master's Degree, Materials Science

Master's Degree, Mechanical and Aerospace Engineering

Master's Degree, Systems Engineering

CV	Charlottesville Center	Other	Charlottesville	22904	Credit and Non-Credit	Yes

In addition to the programs listed below, the EdS (post-masters) in Education can also be earned solely at this site. Masters in engineering programs are primarily part of the CGEP. The Doctorate in Education (EdD) sometimes (but not always) has an on-campus requirement.

Doctorate, Education

Master's Degree, Architecture

Master's Degree, Chemical Engineering

Master's Degree, Civil Engineering

Master's Degree, Education

Master's Degree, Electrical Engineering

Master's Degree, Materials Science

Master's Degree, Mechanical and Aerospace Engineering

Master's Degree, Systems Engineering

FB	FBI Academy	Other	Quantico	22135	Credit and Non-	Yes

Credit

The Doctorate in Education (EdD) sometimes (but not always) has an on-campus requirement.

Doctorate, Education

Master's Degree, Education

HR	Hampton Roads Center	Center	Hampton Roads	23462	Credit and Non-Credit	Yes

In addition to the programs listed below, the EdS (post-masters) in Education can also be earned solely at this site. Masters in engineering programs are primarily part of the CGEP. The Bachelors of Interdisciplinary Studies is in the planning stages for 2002-03 at Tidewater Community College. The Doctorate in Education (EdD) sometimes (but not always) has an on-campus requirement.

Bachelor's Degree, Interdisciplinary Studies

Doctorate, Education

Master's Degree, Architecture

Master's Degree, Chemical Engineering

Master's Degree, Civil Engineering

Master's Degree, Education

Master's Degree, Electrical Engineering

Master's Degree, Materials Science

Master's Degree, Mechanical and Aerospace Engineering

Master's Degree, Systems Engineering

LY	Lynchburg Center	Other	Lynchburg	24502	Credit and Non-Credit	Yes

In addition to the programs listed below, the EdS (post-masters) in Education can also be earned solely at this site. Masters in engineering programs are primarily part of the CGEP. The Doctorate in Education (EdD) sometimes (but not always) has an on-campus requirement.

Doctorate, Education

Master's Degree, Architecture

Master's Degree, Chemical Engineering

Master's Degree, Civil Engineering

Master's Degree, Education

Master's Degree, Electrical Engineering

Master's Degree, Materials Science

Master's Degree, Mechanical and Aerospace Engineering

Master's Degree, Systems Engineering

RI	Richmond Center	Other	Richmond	23220	Credit and Non-Credit	Yes

	In addition to the programs listed below, the EdS (post-masters) in Education can also be earned solely at this site. Masters in engineering programs are primarily part of the CGEP. The Doctorate in Education (EdD) sometimes (but not always) has an on-campus requirement.					
	Doctorate, Education					
	Master's Degree, Architecture					
	Master's Degree, Chemical Engineering					
	Master's Degree, Civil Engineering					
	Master's Degree, Education					
	Master's Degree, Electrical Engineering					
	Master's Degree, Materials Science					
	Master's Degree, Mechanical and Aerospace Engineering					
	Master's Degree, Systems Engineering					
ML	Mt. Lake Biological Station	Institute	Pembroke	24136	Credit Instruction	Yes
	Although credit instruction does take place, this is primarily a research facility.					
	Master's Degree, Biology					
BF	Blandy Experimental Farm	Institute	Boyce	22620	Credit Instruction	no
	Although credit instruction does take place, this is primarily a research facility.					
CR	Virginia Coast Reserve	Institute	Oyster	23419	Credit Instruction	no
	Although credit instruction does take place, this is primarily a research facility.					
RH	Roanoke Memorial Hospital	Other	Roanoke	24033	Credit Instruction	no
	To avoid an overload of students on the wards at the UVa Hospital, complementary clerkships rotations (or segments thereof) take place at Carilion Roanoke Health System (The Roanoke Memorial Hospital and Community Hospital) in Roanoke					
SV	Salem Veteran's Affairs Medical Center	Other	Salem	24153	Credit Instruction	no
	To avoid an overload of students on the wards at the UVa Hospital, complementary clerkships rotations (or segments thereof) take place at the Salem Veteran's Affairs Medical Center in Salem					
FH	Fairfax Hospital	Other	Fairfax	22031	Credit Instruction	no
	To avoid an overload of students on the wards at the UVa Hospital, complementary clerkships rotations (or segments thereof) take place at the Fairfax Hospital in Virginia.					

Completed by:

George Stovall, Director, Institutional Studies on 5/17/2002 12:56:42 PM

University of Virginia's College at Wise

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does UVA-W provide **non-credit** instruction at off-campus locations?	**no**
2. Does UVA-W provide instruction **for credit** at off-campus locations?	**yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for UVA-W where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
SW	SW Va HE Center	m	m	m	m	m
SW	Southwest Virginia Higher Education Center	Center	Abingdon	24212	Credit Instruction	no

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Completed by:

Scott Bevins, Director of Institutional Research on 5/15/2002 9:32:48 AM
Scott Bevins, Director of Institutional Research on 5/15/2002 9:35:41 AM

Virginia Commonwealth University

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does VCU provide **non-credit** instruction at off-campus locations? **yes**
2. Does VCU provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for VCU where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
HS	East (Health Sci) Campus	m	m	m	m	m
MHBC	Monument Height Baptist Church	Other	Richmond	23226	Non-Credit Instruction	no
HC	The Hermitage at Cederfield	Other	Richmond	23233	Non-Credit Instruction	no
NOVA	NOVA Social Work-GMU	Other	Arlington	22201	Credit Instruction	Yes
	Master's Degree, Social Work					
QA	Qatar - School of the Arts	Branch	Doha		Credit Instruction	Yes
	Bachelor's Degree, Communication Arts And Design					
	Bachelor's Degree, Fashion					
	Bachelor's Degree, Interior Design					
JMC	James Monroe Center,MWC	Center	Fredericksburg	22406	Credit Instruction	Yes
	Master's Degree, Administration And Supervision					
	Master's Degree, Counselor Education					
VMFA	VA Museum of Fine Arts	Institute	Richmond	23221	Credit Instruction	no
SHP	Stratford Hall Plantation	Other	Stratford	22558	Credit Instruction	no
INOVA	INOVA- Medicine	Other	Fairfax		Credit Instruction	no

Completed by: Irma Thomas, Sr. Institutional Research and Evaluation Associate on 5/20/2002

Virginia Military Institute

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does VMI provide **non-credit** instruction at off-campus locations?	**no**
2. Does VMI provide instruction **for credit** at off-campus locations?	**no**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for VMI where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible

Completed by:

Allen Shafer, Reports Coordinator on 4/29/2002 11:36:52 AM

Virginia State University

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does VSU provide **non-credit** instruction at off-campus locations?	**no**
2. Does VSU provide instruction **for credit** at off-campus locations?	**no**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for VSU where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible

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Completed by:

Emmett L. Ridley, Director, Institutional Planning and Assessment on 5/10/2002 3:07:20 PM

Virginia Tech

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does VT provide **non-credit** instruction at off-campus locations?	**yes**
2. Does VT provide instruction **for credit** at off-campus locations?	**yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for VT where instruction occurs are:

Abbrev.	Main Campus	Type of	City	Zipcode	Activity Type	Degree
SW	SW VA Higher Edu Center	Center	Abingdon, VA	24212	Credit and	Yes
	Doctorate, Educational Leadership & Policy Studies					
	Master's Degree, Business Administration					
	Master's Degree, Career and Technical Education					
	Master's Degree, Civil Engineering					
	Master's Degree, Computer Engineering					
	Master's Degree, Educational Leadership & Policy Studies					
	Master's Degree, Electrical Engineering					
	Master's Degree, Environmental Engineering					
	Master's Degree, Health And Physical Education					
	Master's Degree, Industrial & Systems Engineering					
	Master's Degree, Systems Engineering					
NV	Northern Virginia Center	Center	Falls Church, VA	22043	Credit and	Yes
	Doctorate, Civil Engineering					
	Doctorate, Computer Engineering					
	Doctorate, Computer Science And Application					
	Doctorate, Counselor Education					
	Doctorate, Educational Leadership & Policy Studies					
	Doctorate, Educational Research & Evaluation					
	Doctorate, Electrical Engineering					
	Doctorate, Human Development					
	Doctorate, Public Administration/Public Affairs					
	Doctorate, Science & Tech Studies					

Doctorate, Science & Tech Studies
Master's Degree, Architecture
Master's Degree, Business Administration
Master's Degree, Career and Technical Education
Master's Degree, Civil Engineering
Master's Degree, Computer Engineering
Master's Degree, Computer Science And Application
Master's Degree, Counselor Education
Master's Degree, Curriculum And Instruction
Master's Degree, Economics
Master's Degree, Educational Leadership & Policy Studies
Master's Degree, Electrical Engineering
Master's Degree, Environmental Engineering
Master's Degree, Hospitality and Tourism Management
Master's Degree, Human Development
Master's Degree, Information Systems
Master's Degree, Information Technology
Master's Degree, Materials Science and Engineering
Master's Degree, Mathematics
Master's Degree, Mechanical Engineering
Master's Degree, Physics
Master's Degree, Public Administration
Master's Degree, Public and International Affairs
Master's Degree, Science & Tech Studies
Master's Degree, Systems Engineering

RO	Roanoke Valley Grad Center	Center	Roanoke, VA	24016	Credit and Non-Credit	Yes

Master's Degree, Business Administration
Master's Degree, Career and Technical Education
Master's Degree, Civil Engineering
Master's Degree, Computer Engineering
Master's Degree, Counselor Education
Master's Degree, Educational Leadership & Policy Studies
Master's Degree, Electrical Engineering

	Master's Degree, Environmental Engineering					
	Master's Degree, Health And Physical Education					
	Master's Degree, Human Development					
	Master's Degree, Industrial & Systems Engineering					
	Master's Degree, Public Administration					
	Master's Degree, Systems Engineering					
RI	Virginia Tech Richmond Ctr	Center	Richmond, VA	23228	Credit and Non-Credit	Yes
	Doctorate, Educational Leadership & Policy Studies					
	Master's Degree, Business Administration					
	Master's Degree, Career and Technical Education					
	Master's Degree, Civil Engineering					
	Master's Degree, Computer Engineering					
	Master's Degree, Educational Leadership & Policy Studies					
	Master's Degree, Electrical Engineering					
	Master's Degree, Environmental Engineering					
	Master's Degree, Industrial & Systems Engineering					
	Master's Degree, Public Administration					
	Master's Degree, Systems Engineering					
HA	VA Consortium of Engr & Sci Universities Ctr	Center	Hampton, VA	23666	Credit and Non-Credit	Yes
	Doctorate, Aerospace Engineering					
	Doctorate, Engineering Mechanics					
	Doctorate, Materials Engineering Science					
	Doctorate, Mechanical Engineering					
	Master's Degree, Aerospace Engineering					
	Master's Degree, Engineering Mechanics					
	Master's Degree, Materials Science and Engineering					
	Master's Degree, Mechanical Engineering					
	Master's Degree, Ocean Engineering					
WA	VA Tech Washington/Alexandria Architecture Ctr	Center	Alexandria, VA	22314	Credit and Non-Credit	Yes
	Doctorate, Environmental Design And Planning					

	Master's Degree, Architecture					
	Master's Degree, Landscape Architecture					
	Master's Degree, Urban And Regional Planning					
HR	Hampton Roads Grad Ctr	Center	Virginia Beach, VA	23462	Credit and Non-Credit	Yes
	Doctorate, Educational Leadership & Policy Studies					
	Master's Degree, Business Administration					
	Master's Degree, Career and Technical Education					
	Master's Degree, Civil Engineering					
	Master's Degree, Computer Engineering					
	Master's Degree, Curriculum And Instruction					
	Master's Degree, Educational Leadership & Policy Studies					
	Master's Degree, Electrical Engineering					
	Master's Degree, Environmental Engineering					
	Master's Degree, Horticulture					
	Master's Degree, Industrial & Systems Engineering					
	Master's Degree, Systems Engineering					
SZ	Ctr for European Studies & Architecture	Institute	Riva San Vitale, Switzerland	na	Credit and Non-Credit	no
AL	VA Tech Engineering Research Ctr	Institute	Alexandria, VA	22314	Credit and Non-Credit	no

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Completed by:

Deborah Olsen, Director of Institutional Research on 5/10/2002 5:53:37 PM

Blue Ridge Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does BRCC provide **non-credit** instruction at off-campus locations?	**yes**
2. Does BRCC provide instruction **for credit** at off-campus locations?	**yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for BRCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
HC	Harrisonburg Center	Center	Harrisonburg	22802	Credit and Non-Credit	no
WC	Waynesboro Center	Center	Waynesboro	22980	Credit and Non-Credit	no

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Completed by:

Robin Anderson, Coordinator IR& Effectiveness on 5/6/2002 4:13:25 PM

Central Virginia Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does CVCC provide **non-credit** instruction at off-campus locations?	**yes**
2. Does CVCC provide instruction **for credit** at off-campus locations?	**yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for CVCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
AV	Altavista	Part of Distributed Campus	Altavista, VA	24517	Credit Instruction	Yes

CVCC has operated a site at Altavista since January 2001. Traditionally-taught and web-based courses are available leading to certificates.

Certificate, Admin Asst/Secretarial Sci, Gen

Completed by:

Geoffrey Hicks, Interim Dean Academic Affairs & Student Services on 5/14/2002 9:37:37 AM
Geoffrey Hicks, Interim Dean of Academic Affairs & Student Services on 5/14/2002 11:28:16 AM

Dabney S. Lancaster Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does DSLCC provide **non-credit** instruction at off-campus locations?	**yes**
2. Does DSLCC provide instruction **for credit** at off-campus locations?	**yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for DSLCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
R1	Rockbridge Regional Center	Center	Lexington, VA	24450	Credit Instruction	no

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Completed by:

Mary G. Wilson, Coordinator of Institutional Effectiveness on 5/13/2002 8:51:35 AM

Danville Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does DCC provide **non-credit** instruction at off-campus locations? **yes**
2. Does DCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for DCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
CG	Camp Grove Neighborhood Educational Opportunity Center	Center	Danville	24540	Credit Instruction	no
DA	Danville Area Technical Center	Center	Danville	24541	Credit and Non-Credit	no
DR	Danville Regional Medical Center	Other	Danville	24541	Credit Instruction	no
LV	Liberty View Neighborhood Educational Opportunity Center	Center	Danville	24541	Credit Instruction	no
PB	Perfect Body Fitness Studio	Other	Danville	24541	Credit Instruction	no
PF	Piney Forest Health Care Center	Other	Danville	24540	Credit Instruction	no
RH	Riverside Health Care Center	Other	Danville	24540	Credit Instruction	no
RE	Roman Eagle Memorial Home	Other	Danville	24540	Credit Instruction	no
SA	Salvation Army North Main	Other	Danville	24540	Credit Instruction	no

RC	Riddle Center	Center	Gretna	24557	Credit and Non-Credit	no
FB	First Baptist Church of South Boston	Other	South Boston	24592	Credit Instruction	no
SV	Southern Virginia Higher Education Center	Center	South Boston	24592	Credit and Non-Credit	no
WV	The Woodview	Other	South Boston	24592	Credit Instruction	no
YM	YMCA	Other	South Boston	24592	Credit Instruction	no

Completed by:

Angela M. Gregory, Director of Planning, Research, and Institutional Effectiveness on 5/14/2002 3:32:13 PM

Eastern Shore Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does ESCC provide **non-credit** instruction at off-campus locations?	**yes**
2. Does ESCC provide instruction **for credit** at off-campus locations?	**no**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for ESCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
ON	Onancock	Other	Onancock	23417	Non-Credit Instruction	no
CHIN	Chincoteague Senior Center *ABE/GED instruction*	Other	Chincoteague	23336	Non-Credit Instruction	no
ECO	Easville CBES Office *ABE/GED*	Other	Eastville	23347	Non-Credit Instruction	no
CC	Cape Charles School *ABE/GED*	Other	Cape Charles	23310	Non-Credit Instruction	no
SMH	SMH Hospital School of Nursing *ABE/GED*	Other	Nassawadox	23413	Non-Credit Instruction	no
ME	Metompkin Elementary *ABE/GED*	Other	Parksley	23421	Non-Credit Instruction	no
OE	Occohannock Elementary *ABE/GED*	Other	Machipongo	233350	Non-Credit Instruction	no
NJ	Northampton Jail *ABE/GED*	Other	Eastville	23347	Non-Credit Instruction	no
ACJ	Accomack Co Jail *ABE/GED*	Other	Accomac	23442	Non-Credit Instruction	no
TF	Tyson Foods *ABE/GED*	Other	Temperanceville	23342	Non-Credit Instruction	no

Completed by:

MaryKay Mulligan, Director of the Academic Division on 5/9/2002 10:00:18 AM

Germanna Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does GCC provide **non-credit** instruction at off-campus locations? **yes**
2. Does GCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for GCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
FR	Fredericksburg Campus	Part of Distributed Campus	Fredericksburg	22408	Credit and Non-Credit	Yes

Associate's Degree, Business, General
Associate's Degree, Elec & Elec Engin-Related Tech, Oth
Associate's Degree, Lib Arts & Sci, Gen Stud & Hum, Oth
Associate's Degree, Mgmt Info Sys & Bus Data Proc, Gen
Associate's Degree, Nursing (RN Training)
Associate's Degree, Protective Services, Other
Certificate, Admin Asst/Secretarial Sci, Gen
Certificate, Computer & Electr Tech
Certificate, Computer & Electronics Technology
Certificate, Fine Arts
Certificate, Mental Health Services, Other
Certificate, Patient Care Technician
Certificate, Practical Nursing

Completed by:

Mathew C. Wilkerson, Research and Planning Analyst on 5/7/2002 11:07:58 AM

J Sargeant Reynolds Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does JSRCC provide **non-credit** instruction at off-campus locations? **yes**
2. Does JSRCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for JSRCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree
DT	Downtown	Part of Distributed	Richmond	23219	Credit and Non-	Yes
	Associate's Degree, Admin Asst/Secretarial Sci, Gen					
	Associate's Degree, Biological and Physical Sciences					
	Associate's Degree, Business Administration and Mgmt, Gen					
	Associate's Degree, Business, General					
	Associate's Degree, Dental Laboratory Technician					
	Associate's Degree, Early Childhood Development					
	Associate's Degree, Lib Arts & Sciences/Liberal Studies					
	Associate's Degree, Medical Laboratory Technician					
	Associate's Degree, Music					
	Associate's Degree, Nursing (RN Training)					
	Associate's Degree, Occupational Therapy Assistant					
	Associate's Degree, Optical Technician/Assistant					
	Associate's Degree, Public Admin & Services, Other					
	Associate's Degree, Respiratory Therapy Technician					
	Associate's Degree, Social Sciences					
	Certificate, Admin Asst/Secretarial Sci, Gen					
	Certificate, Biotechnology					
	Certificate, Business, General					
	Certificate, Dental Hygienist					
	Certificate, Mental Health Services, Other					
	Certificate, Music Recording Technology					
	Certificate, Video Production					
WC	Western Campus	Part of Distributed	Goochland	23103	Credit and Non-	Yes
	Associate's Degree, Agricultural Bus and Mgmt, General					
	Associate's Degree, Vehicle & Equipment					

	Associate's Degree, Vehicle & Equipment					
	Certificate, Vehic & Mobile Equip Mech & Rep, Oth					
NR	North Run	Part of Distributed Campus	Richmond	23228	Non-Credit Instruction	no
RT	Richmond Technical Center	Center	Richmond	23227	Credit Instruction	no

Completed by:

Bruce Bartek, Coordinator of Institutional Research on 5/15/2002 3:11:45 PM

John Tyler Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does JTCC provide **non-credit** instruction at off-campus locations? **yes**
2. Does JTCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for JTCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
ML	Midlothian Campus	Part of Distributed Campus	Midlothian	23113	Credit Instruction	Yes
	Associate's Degree, Lib Arts & Sci, Gen Stud & Hum, Oth					
FL	Fort Lee	Center	Ft. Lee	23801	Credit Instruction	no
FE	BIGS Featherstone	Center	Midlothian	23113	Credit and Non-Credit	no

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Completed by:

Deborah Cohen, Director of Assessment, Research, and Planning on 5/16/2002 9:26:31 AM

Lord Fairfax Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does LFCC provide **non-credit** instruction at off-campus locations? **no**
2. Does LFCC provide instruction **for credit** at off-campus locations? **no**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for LFCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
FQ	Fauquier Campus	Part of Distributed Campus	Warrenton	20187	Credit and Non-Credit	Yes

Associate's Degree, Admin Asst/Secretarial Sci, Gen
Associate's Degree, Agricultural Bus and Mgmt, General
Associate's Degree, Business, General
Associate's Degree, Elec & Elec Engin-Related Tech, Oth
Associate's Degree, Eng-Related Technol/Technicians, Oth
Associate's Degree, Lib Arts & Sci, Gen Stud & Hum, Oth
Associate's Degree, Mgmt Info Sys & Bus Data Proc, Gen
Associate's Degree, Nursing
Certificate, Admin Asst/Secretarial Sci, Gen
Certificate, Mechan Engin-Related Tech/Tech, Oth
Certificate, Mental Health Services, Other
Certificate, Mental Health Services, Other
Certificate, Nursing(R.N. Training)
Certificate, Surgical/Opert. Room Tech

Completed by:

Todd M. Jamison, Director, Planning and Research on 5/3/2002 10:28:39 AM

Mountain Empire Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does MECC provide **non-credit** instruction at off-campus locations?	**no**
2. Does MECC provide instruction **for credit** at off-campus locations?	**yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for MECC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
PG	Pennington Gap	Other	Pennington Gap	24277	Credit Instruction	Yes

Certificate, Mental Health Services, Other

Completed by:

Sharon Fisher, Director of Planning and Community Relations on 5/15/2002 9:10:55 AM

New River Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does NRCC provide **non-credit** instruction at off-campus locations? **yes**
2. Does NRCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for NRCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
AP	Christiansburg Site	Other	Christiansburg	24073	Credit and Non-Credit	no

Completed by:

ee, ee on 5/1/2002 2:54:38 PM
J. Doyle Lyons, Assistant to the President on 5/9/2002 12:58:57 PM

Northern Virginia Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does NVCC provide **non-credit** instruction at off-campus locations? **yes**
2. Does NVCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for NVCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree
MN	Manassas Campus	Part of Distributed	Manassas	20109	Credit and Non-	Yes
	Associate's Degree, Biological and Physical Sciences					
	Associate's Degree, Business Administration and Mgmt, Gen					
	Associate's Degree, Business, General					
	Associate's Degree, Computer & Information Sciences, Gen					
	Associate's Degree, General Studies					
	Associate's Degree, Lib Arts & Sciences/Liberal Studies					
	Associate's Degree, Mgmt Info Sys & Bus Data Proc, Gen					
	Associate's Degree, Protective Services, Other					
	Associate's Degree, Vehic & Mobile Equip Mech & Rep, Oth					
	Associate's Degree, Visual and Performing Arts					
	Associate's Degree, Visual and Performing Arts, Other					
	Certificate, Business, General					
	Certificate, Protective Services, Other					
	Certificate, Vehic & Mobile Equip Mech & Rep, Oth					
AL	Alexandria Campus	Part of Distributed	Alexandria	22311	Credit and Non-	Yes
	Associate's Degree, Admin Asst/Secretarial Sci, Gen					
	Associate's Degree, Architectural Engin Tech/Technician					
	Associate's Degree, Biological and Physical Sciences					
	Associate's Degree, Business Administration and Mgmt, Gen					
	Associate's Degree, Business, General					
	Associate's Degree, Computer & Information Sciences, Gen					
	Associate's Degree, General Engineering Technologies					
	Associate's Degree, General Studies					
	Associate's Degree, Lib Arts & Sciences/Liberal Studies					
	Associate's Degree, Mental Health Services, Other					

	Associate's Degree, Mental Health Services, Other					
	Associate's Degree, Mgmt Info Sys & Bus Data Proc, Gen					
	Associate's Degree, Vehic & Mobile Equip Mech & Rep, Oth					
	Associate's Degree, Visual and Performing Arts					
	Associate's Degree, Visual and Performing Arts, Other					
	Certificate, Admin Asst/Secretarial Sci, Gen					
	Certificate, Architectural Engin Tech/Technician					
	Certificate, Business, General					
	Certificate, Mental Health Services, Other					
	Certificate, Vehic & Mobile Equip Mech & Rep, Oth					
LD	Loudoun Campus	Part of Distributed Campus	Sterling	20164	Credit and Non-Credit	Yes
	Associate's Degree, Biological and Physical Sciences					
	Associate's Degree, Business Administration and Mgmt, Gen					
	Associate's Degree, Business, General					
	Associate's Degree, Computer & Information Sciences, Gen					
	Associate's Degree, General Studies					
	Associate's Degree, Interior Design					
	Associate's Degree, Lib Arts & Sciences/Liberal Studies					
	Associate's Degree, Mgmt Info Sys & Bus Data Proc, Gen					
	Associate's Degree, Visual and Performing Arts					
	Associate's Degree, Visual and Performing Arts, Other					
	Certificate, Admin Asst/Secretarial Sci, Gen					
	Certificate, Business, General					
	Certificate, Multimedia Design					
	Certificate, Web Design Management					
WB	Woodbridge Campus	Part of Distributed Campus	Woodbridge	22191	Credit and Non-Credit	Yes
	Associate's Degree, Biological and Physical Sciences					
	Associate's Degree, Business Administration and Mgmt, Gen					
	Associate's Degree, Business, General					
	Associate's Degree, Computer & Information Sciences, Gen					
	Associate's Degree, General Studies					

	Associate's Degree, Lib Arts & Sciences/Liberal Studies Associate's Degree, Mgmt Info Sys & Bus Data Proc, Gen Associate's Degree, Visual and Performing Arts Associate's Degree, Visual and Performing Arts, Other Certificate, Admin Asst/Secretarial Sci, Gen Certificate, Business, General Certificate, Public Management					
DI	Center for Employee Development	Center	Falls Church	22043	Non-Credit Instruction	no
TT	Technical Training Center	Center	Reston	20190	Non-Credit Instruction	no

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Completed by:

George Gabriel, Ph.D., Associate Dean - Institutional Research and Analysis on 5/8/2002 3:26:34 PM

Patrick Henry Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does PHCC provide **non-credit** instruction at off-campus locations? **yes**
2. Does PHCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for PHCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
PCS	Patrick County Site	Part of Distributed Campus	Stuart	24171	Credit Instruction	no
UP	PHCC Uptown Workforce Training and Development Site	Part of Distributed Campus	Martinsville	24112	Credit and Non-Credit	no
FC	Franklin County Workforce Consortium	Part of Distributed Campus	Rocky Mount	24151	Credit Instruction	no

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Completed by:

Debra R. Templeton, Institutional Researcher on 5/20/2002 4:21:21 PM

Paul D Camp Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does PDCCC provide **non-credit** instruction at off-campus locations? **yes**
2. Does PDCCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for PDCCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
SF	Suffolk Campus	Part of Distributed Campus	SUFFOLK	23434	Credit Instruction	Yes

Associate's Degree, Admin Asst/Secretarial Sci, Gen
Associate's Degree, Business, General
Associate's Degree, Industrial Technology
Associate's Degree, Lib Arts & Sci, Gen Stud & Hum, Oth
Associate's Degree, Lib Arts & Sci, Gen Stud & Hum, Oth
Associate's Degree, Protective Services, Other
Certificate, Admin Asst/Secretarial Sci, Gen
Certificate, Architectural Engin Tech/Technician
Certificate, Business, General
Certificate, Elec & Elec Engin-Related Tech, Oth
Certificate, Industrial Technology
Certificate, Mechan Engin-Related Tech/Tech, Oth
Certificate, Mental Health Services, Other
Certificate, Special Education, Other

SM	SMITHFIELD	Center	SMITHFIELD	23430	Credit Instruction	Yes

Associate's Degree, Lib Arts & Sci, Gen Stud & Hum, Oth

Completed by:

LYNN P. HARRIS, RESEARCH ASSOCIATE on 5/6/2002 6:54:42 AM
LYNN P. HARRIS, RESEARCH ASSOCIATE on 5/6/2002 7:02:05 AM

Piedmont Virginia Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does PVCC provide **non-credit** instruction at off-campus locations? **yes**
2. Does PVCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for PVCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
CT	Connected Community Technology Center	Center	Charlottesville	22901	Credit and Non-Credit	no

Completed by:

Ronald B. Head, Executive Director of Planning & Information Technology on 5/6/2002 9:02:10 AM

Rappahannock Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does RCC provide **non-credit** instruction at off-campus locations? **yes**
2. Does RCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for RCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
WS	Warsaw Campus	Part of Distributed Campus	Warsaw	22572	Credit and Non-Credit	Yes
	Rappahannock Community College has two campuses--Glenns and Warsaw. Neither is considered the main campus because both were built at the same time, and administrators have offices at both and travel back and forth between the two. In terms of the way we see ourselves, we would prefer not to have the Warsaw Campus designated as an off-campus facility.					
	Associate's Degree, Administration of Justice					
	Associate's Degree, Business, General					
	Associate's Degree, Lib Arts & Sci, Gen Stud & Hum, Oth					
	Certificate, Admin Asst/Secretarial Sci, Gen					
	Certificate, Business, General					
	Certificate, Nursing (RN Training)					
	Certificate, Protective Services, Other					
KGTC	King George Training Center	Other	Dahlgren	23846	Non-Credit Instruction	no

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Completed by:

Deb Leeper, Director of College Advancement on 5/22/2002 4:38:44 PM

Richard Bland College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does RBC provide **non-credit** instruction at off-campus locations? **no**
2. Does RBC provide instruction **for credit** at off-campus locations? **no**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for RBC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible

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Completed by:

P. A. Harvey, Director of Institutional Research on 4/29/2002 11:33:39 AM
P. A. Harvey, Director of IR. etc. on 4/29/2002 11:45:28 AM

Southside Virginia Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does SSVCC provide **non-credit** instruction at off-campus locations? **yes**
2. Does SSVCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for SSVCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
DN	John H Daniel Campus	Part of Distributed Campus	Keysville	23974	Credit Instruction	Yes
	Associate's Degree, Admin Asst/Secretarial Sci, Gen					
	Associate's Degree, Business, General					
	Associate's Degree, Elec & Elec Engin-Related Tech, Oth					
	Associate's Degree, Lib Arts & Sci, Gen Stud & Hum, Oth					
	Associate's Degree, Mechan Engin-Related Tech/Tech, Oth					
	Associate's Degree, Mental Health Services, Other					
	Associate's Degree, Mgmt Info Sys & Bus Data Proc, Gen					
	Associate's Degree, Protective Services, Other					
	Certificate, Admin Asst/Secretarial Sci, Gen					
	Certificate, Business, General					
	Certificate, Elec & Elec Engin-Related Tech, Oth					
	Certificate, Envir Cont Technol/Technicians, Oth					
	Certificate, Indust Production Technol/Tech, Oth					
	Certificate, Mechan Engin-Related Tech/Tech, Oth					
	Certificate, Mental Health Services, Other					
	Certificate, Mental Health Services, Other					
	Certificate, Mgmt Info Sys & Bus Data Proc, Gen					
	Certificate, Nursing (PN Training)					
	Certificate, Protective Services, Other					
	Certificate, Transportation-Truck Driving					
	Certificate, Vehic & Mobile Equip Mech & Repr, Oth					
Em	Robert C Wrenn Campus Without Walls	Center	Emporia	23847	Credit Instruction	Yes
	Associate's Degree, Business, General					

	Associate's Degree, Mental Health Services, Other					
	Associate's Degree, Protective Services, Other					
	Certificate, Business, General					
	Certificate, Mental Health Services, Other					
	Certificate, Mgmt Info Sys & Bus Data Proc, Gen					
So	Southern Virginia Higher Education Center	Center	South Boston	24592	Credit Instruction	no
LU	Longwood University	Center	Farmville	23909	Credit Instruction	Yes
	Associate's Degree, Lib Arts & Sci, Gen Stud & Hum, Oth					
FP	Pickett Park	Center	Blackstone	23824	Credit Instruction	Yes
	Certificate, Mental Health Services, Other					
EC	Estes Community Center	Center	Chase City	23924	Credit Instruction	Yes
	Certificate, Mental Health Services, Other					
PN	Practical Nursing School	Center	South Boston	24592	Credit Instruction	Yes
	Certificate, Nursing (PN Training)					
TK	Truck Driving School	Center	South Boston	24592	Credit Instruction	Yes
	Certificate, Mental Health Services, Other					

Completed by:

Ronald E Mattox, Director, Admissions, Records and Institutional Research on 5/15/2002 3:52:14 PM

Southwest Virginia Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does SWVCC provide **non-credit** instruction at off-campus locations? **no**
2. Does SWVCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for SWVCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
LC	Lebanon Training Center	Center	Lebanon	24266	Credit Instruction	no
sc	Smith Training Center	Center	Grundy	24614	Credit Instruction	Yes
	Associate's Degree, Nursing (RN Training)					

Completed by:

Barbara Buskill, Asst. to Pres. for Plan. & Dev. on 5/17/2002 10:19:26 AM
Barbara Buskill, Asst. to Pres. for Plan. & Dev. on 5/17/2002 3:13:34 PM

Thomas Nelson Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does TNCC provide **non-credit** instruction at off-campus locations?	**yes**
2. Does TNCC provide instruction **for credit** at off-campus locations?	**yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for TNCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
HT	Historic Triangle	Part of Distributed Campus	Williamsburg	23185	Credit Instruction	Yes
	We consider the Hampton campus and the Historic Triangle campus to be parts of a distributive campus.					
	Associate's Degree, Biological and Physical Sciences					
	Associate's Degree, Business Administration and Mgmt, Gen					
	Associate's Degree, Lib Arts & Sciences/Lib Studies					
	Associate's Degree, Social Sciences, General					
WC	Greater Williamsburg Training Center	Other	Williamsburg	23185	Non-Credit Instruction	no

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Completed by:

Fran Flythe, Coordinator of Academic Assessment and Institutional Research on 5/10/2002 9:35:10 AM

Tidewater Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does TWCC provide **non-credit** instruction at off-campus locations? **yes**
2. Does TWCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for TWCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
VB	Virginia Beach Campus	Part of Distributed Campus	Virginia Beach	23456	Credit and Non-Credit	Yes
	The Virginia Beach campus is part of the TCC "main" campus. TCC is comprised of 4 comprehensive campuses. They do not fit the description of branch campuses because the faculty are considered to be hired to work for TCC, not a specific campus. Also, budget and finance oversight is conducted at the District Office level, not the campuses.					
CH	Chesapeake Campus	Part of Distributed Campus	Chesapeake	23322	Credit and Non-Credit	Yes
	The Chesapeake campus is part of the TCC "main" campus.					
NF	Norfolk Campus	Part of Distributed Campus	Norfolk	23510	Credit and Non-Credit	Yes
	The Norfolk campus is part of the TCC "main" campus.					
PT	Portsmouth Campus	Part of Distributed Campus	Portsmouth	23703	Credit and Non-Credit	Yes
	The Portsmouth campus is part of the TCC "main" campus.					
VA	Visual Arts Center	Institute	Portsmouth	23704	Credit and Non-Credit	Yes
	A student can obtain a Career Studies Certificate in Studio Production Pottery consisting of 12 course credit hours. The SCHEV CIP code for all Career Studies Certificates is 51.1599, Mental Health Services, other. Certificate, Mental Health Services, Other					
TT	Transportation Technology Center	Other	Chesapeake	23320	Credit and Non-Credit	Yes
	A student can obtain a Career Studies Certificate in Auto Parts Management Trainee and Diesel and Industrial Machine Repair consisting of 27 and 25 course credit hours, respectively. The SCHEV CIP code for all Career Studies Certificates is 51.1599, Mental Health Services, other. Certificate, Mental Health Services, Other					

Completed by:

Lisa Kleiman, Director, Office of Institutional Effectiveness on 5/10/2002 3:52:57 PM

Virginia Highlands Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does VHCC provide **non-credit** instruction at off-campus locations? **yes**
2. Does VHCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for VHCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
WK	William King Regional Arts Center	Center	Abingdon	24210	Credit Instruction	no
NHS	Northwood High School	Other	Saltville	24370	Credit Instruction	no

VHCC use to have a Branch Campus in Saltville several years ago before it was shut down. We now offer a few classes at the Saltville (Northwood) High School as a means of keeping our presence in this remote area.

Completed by:

Jeff Russell, Research & Assessment on 5/15/2002 12:18:50 PM

Virginia Western Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does VWCC provide **non-credit** instruction at off-campus locations? **yes**
2. Does VWCC provide instruction **for credit** at off-campus locations? **yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for VWCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
GC	Greenfield Education and Training Center	Center	Daleville	24083	Credit Instruction	no
FC	Franklin County Workforce Development Center	Center	Rocky Mount	24151	Credit Instruction	no
RC	Roanoke Higher Education Center	Center	Roanoke	24016	Credit Instruction	no

Completed by:

David Hanson, Director of Instructional Support Services on 5/7/2002 12:03:02 PM

Wytheville Community College

Part 1: Off-Campus Location Instruction and Facilities Inventory Survey

1. Does WCC provide **non-credit** instruction at off-campus locations?	**yes**
2. Does WCC provide instruction **for credit** at off-campus locations?	**yes**

Part 2: Off-Campus Location Instruction and Facilities Inventory Survey

3. The off-campus locations for WCC where instruction occurs are:

Abbrev.	Main Campus	Type of Facility	City	Zipcode	Activity Type	Degree Possible
SE	Smyth County Education Center	Other	Atkins	24311	Credit and Non-Credit	Yes
	To earn a degree or other award at this site, a student must enroll in distance education offerings (ex. compressed video), with a majority of such instruction "originating" from the main campus in Wytheville. Associate's Degree, Business, General Associate's Degree, Lib Arts & Sci, Gen Stud & Hum, Oth					
GE	Galax Education Center	Other	Galax	24333	Credit and Non-Credit	Yes
	To earn a degree or other award at this site, a student must enroll in distance education offerings (ex. compressed video), with a majority of such instruction "originating" from the main campus in Wytheville Associate's Degree, Business, General Associate's Degree, Lib Arts & Sci, Gen Stud & Hum, Oth					

Completed by:

Phyllis C. Ashworth, Director of College Services on 5/14/2002 8:43:55 AM

APPENDIX B:

POLICIES AND PROCEDURES FOR INTERNAL AND OFF-CAMPUS ORGANIZATION CHANGES

(pending Council approval on January 15, 2003)

** DRAFT **

State Council of Higher Education for Virginia
LEVELS OF REQUIRED STATE ACTION FOR VARIOUS TYPES OF ORGANIZATIONAL CHANGES AT PUBLIC INSTITUTIONS

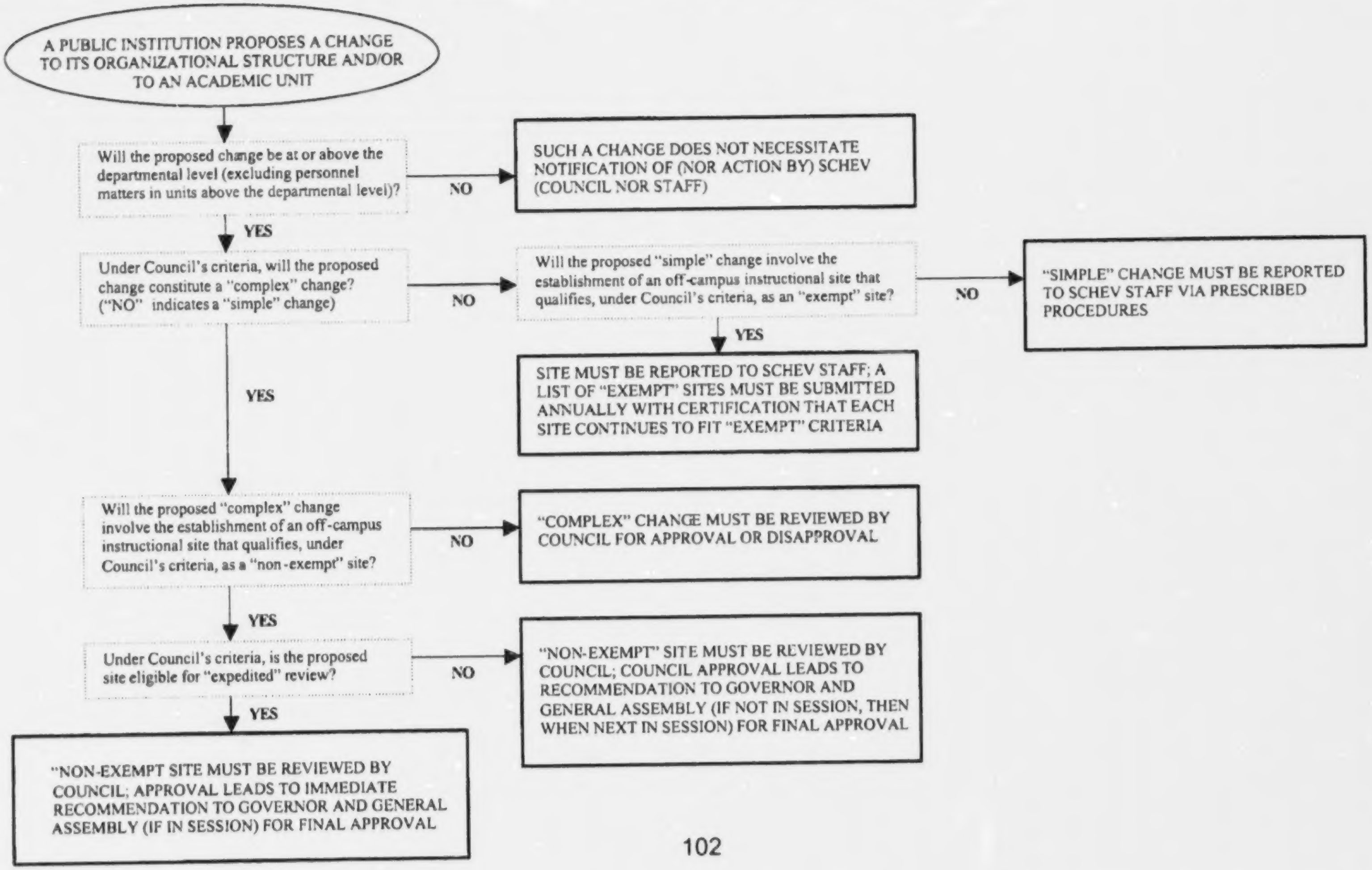
This process chart was developed by SCHEV staff as a reference guide for public institutions seeking state action on organizational changes to academic structures. The Council's "Policies and Procedures for Internal and External Organizational Changes" contains definitions of these terms, specific policy statements, detailed procedures and instructions, and requisite forms.

	TYPE OF ORGANIZATIONAL CHANGE	
LEVEL OF REQUIRED STATE ACTION	**"SIMPLE" ACADEMIC-STRUCTURE CHANGE**	**"COMPLEX" ACADEMIC-STRUCTURE CHANGE**
SCHEV STAFF MUST BE NOTIFIED IN WRITING	Any organizational change at or above the departmental level (excluding personnel matters in units above the departmental level) that is to be made solely for the purposes of internal management, including the establishment of an "exempt" off-campus instructional site	
COUNCIL MUST REVIEW AND APPROVE OR DISAPPROVE		Any organizational change at or above the departmental level (excluding personnel matters in units above the departmental level) that is to be made for reasons other than simple internal management, including the establishment of a "non-exempt" off-campus instructional site
COUNCIL MUST REVIEW; COUNCIL APPROVAL LEADS TO IMMEDIATE RECOMMENDATION TO GOVERNOR AND GENERAL ASSEMBLY (IF IN SESSION) FOR FINAL APPROVAL		Any organizational change that is to involve the establishment of a "non-exempt" off-campus site for non-credit instruction or a for-credit instructional site deemed by Council as appropriate for expedited review
COUNCIL MUST REVIEW; COUNCIL APPROVAL LEADS TO RECOMMENDATION TO GOVERNOR AND GENERAL ASSEMBLY (WHEN NEXT IN SESSION) FOR FINAL APPROVAL		Any organizational change that is to involve the establishment of a "non-exempt" off-campus site at which credit instruction will be offered and which the Council has deemed as inappropriate for expedited review

BEST COPY AVAILABLE

** DRAFT **

State Council of Higher Education for Virginia
DECISION POINTS IN THE ORGANIZATIONAL-CHANGE APPROVAL PROCESS


A PUBLIC INSTITUTION PROPOSES A CHANGE TO ITS ORGANIZATIONAL STRUCTURE AND/OR TO AN ACADEMIC UNIT
Will the proposed change be at or above the departmental level (excluding personnel matters in units above the departmental level)?
NO
SUCH A CHANGE DOES NOT NECESSITATE NOTIFICATION OF (NOR ACTION BY) SCHEV (COUNCIL NOR STAFF)
YES
Under Council's criteria, will the proposed change constitute a "complex" change? ("NO" indicates a "simple" change)
NO
Will the proposed "simple" change involve the establishment of an off-campus instructional site that qualifies, under Council's criteria, as an "exempt" site?
NO
"SIMPLE" CHANGE MUST BE REPORTED TO SCHEV STAFF VIA PRESCRIBED PROCEDURES
YES
SITE MUST BE REPORTED TO SCHEV STAFF; A LIST OF "EXEMPT" SITES MUST BE SUBMITTED ANNUALLY WITH CERTIFICATION THAT EACH SITE CONTINUES TO FIT "EXEMPT" CRITERIA
YES
Will the proposed "complex" change involve the establishment of an off-campus instructional site that qualifies, under Council's criteria, as a "non-exempt" site?
NO
"COMPLEX" CHANGE MUST BE REVIEWED BY COUNCIL FOR APPROVAL OR DISAPPROVAL
YES
Under Council's criteria, is the proposed site eligible for "expedited" review?
NO
"NON-EXEMPT" SITE MUST BE REVIEWED BY COUNCIL; COUNCIL APPROVAL LEADS TO RECOMMENDATION TO GOVERNOR AND GENERAL ASSEMBLY (IF NOT IN SESSION, THEN WHEN NEXT IN SESSION) FOR FINAL APPROVAL
YES
"NON-EXEMPT SITE MUST BE REVIEWED BY COUNCIL; APPROVAL LEADS TO IMMEDIATE RECOMMENDATION TO GOVERNOR AND GENERAL ASSEMBLY (IF IN SESSION) FOR FINAL APPROVAL

BEST COPY AVAILABLE

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State Council of Higher Education for Virginia

ORGANIZATIONAL CHANGES AT PUBLIC INSTITUTIONS: POLICIES AND PROCEDURES FOR INTERNAL AND OFF-CAMPUS ORGANIZATIONAL CHANGES

Effective: April 1, 2003

TABLE OF CONTENTS

I. Statutory Obligations Related to Organizational Changes at Public Institutions
    A. The Council of Higher Education's Responsibility, Authority and Duty
        1. Responsibility
        2. Authority
        3. Duty
    B. Public Institutions' Responsibility and Duty
        1. Responsibility
        2. Duty

II. Policy Statements on Organizational Changes at Public Institutions
    A. Overview
        1. Types of Organizational Changes
        2. Levels of Organizational Changes
    B. Operational Definitions of Key Terms
    C. "Simple" and "Complex" Organizational Changes
        1. Background
        2. "Simple" Organizational Changes
        3. "Complex" Organizational Changes
    D. Policies Relevant to All Organizational Changes

III. Procedures for Submission of Proposals for Organizational Changes
    A. General Guidelines for Proposing Organizational Changes
    B. Specific Instructions for Organizational-Change Proposals

    "Proposal for Organizational Change" Form
        Part I: General Information
        Part II: Supplemental Information
        Part III: Non-Exempt Off-Campus Sites

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State Council of Higher Education for Virginia

ORGANIZATIONAL CHANGES AT PUBLIC INSTITUTIONS: POLICIES AND PROCEDURES FOR INTERNAL AND OFF-CAMPUS ORGANIZATIONAL CHANGES

Effective: April 1, 2003

I. Statutory Obligations Related to Organizational Changes at Public Institutions

A. The Council of Higher Education's Responsibility, Authority and Duty

1. Responsibility

"To review and approve or disapprove the creation and establishment of any department, school, college, branch, division or extension of any public institution of higher education which such institution proposes to create and establish. This duty and responsibility shall be applicable to the proposed creation and establishment of departments, schools, colleges, branches, divisions and extensions whether located on or off the main campus of the institution in question; provided, however, that if any organizational change is determined by the Council to be proposed solely for the purpose of internal management and the institution's curricula offerings remain constant, the Council shall approve the proposed change. Nothing in this provision shall be construed to authorize the Council to disapprove the creation and establishment of any department, school, college, branch, division or extension of any institution which has been created and established by the General Assembly." (Code of Virginia, §23-9.6:1.7)

2. Authority

"To adopt such rules and regulations as the Council believes necessary to implement all of the Council's duties and responsibilities as set forth in this Code. The various public institutions of higher education shall comply with such rules and regulations." (Code of Virginia, §23-9.6:1.14)

3. Duty

"The Council, insofar as possible, shall preserve the individuality, traditions and sense of responsibility of the respective institutions. The Council, insofar as practicable, shall seek the assistance and advice of the respective institutions in fulfilling all of its duties and responsibilities." (Code of Virginia, §23-9.6:1)

B. Public Institutions' Responsibility and Duty

1. Responsibility

"A public college or university seeking to use state funds to create, establish, or operate an off-campus instructional location must first refer the matter to the State Council of Higher Education for Virginia for information, consideration, and recommendation to the Governor and/or General Assembly. For the colleges of the Virginia Community College System, the State Board of Community Colleges shall be responsible for approving off-campus locations. Sites governed by this requirement are those not contiguous to the main campus of the institution, including locations outside Virginia, where credit or noncredit offerings are provided and for which state funds are used to employ full-time or part-time faculty or staff as defined by Council's guidelines." (2003 Revision to the Appropriation Act of 2002-04, Section 4-5.05c)

2. Duty
   "The various public institutions of higher education shall comply with such rules and regulations [as the Council believes necessary to implement all of the Council's duties and responsibilities as set forth in this Code]." (Code of Virginia, §23-9.6:1.14)

The Council has established the following policies and procedures related to organizational changes at public institutions as part of its obligation "to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the State of Virginia." (Code of Virginia, §23-9.3[a])

II. Policy Statements on Organizational Changes at Public Institutions

A. Overview

To ensure that the Council is duly apprised of organizational changes in or to academic structures/units at public institutions, and that institutions are not unnecessarily burdened with complex and lengthy procedures, the Council recognizes the following distinctions:

1. Types of Organizational Changes
   a. *"Simple" Organizational Change*: a structural alteration (establishment, reorganization or termination), proposed solely for the purpose of internal management, that would not alter the institution's mission or curricular offerings and would be executable within currently-authorized funds (e.g., re-naming an academic department or establishing an "exempt" off-campus instructional site—see **Operational Definitions** below).
   b. *"Complex" Organizational Change*: a structural alteration (establishment, reorganization or termination), not proposed solely for the purpose of internal management, that may alter the institution's mission or curricular offerings and/or may not be executable within currently authorized funds (e.g., establishing a new unit—college, school, department—or a "non-exempt" off-campus site—see **Operational Definitions** below).

2. Levels of Required State Action
   a. *No Required State Action*: any organizational change made below the departmental level or involving only personnel matters within existing organizational units above the departmental level.

b. *SCHEV Staff Must be Notified in Writing*: any "simple" organizational change that involves the establishment, reorganization or termination of a subdivision of an institution at or above the departmental level (excluding personnel matters in units above the departmental level), including the establishment of an "exempt" off-campus site (see **Operational Definitions** below). Public institutions with one or more "exempt" off-campus instructional sites must submit annually a list of such sites with certification that each site continues to fit the "exempt"-site criteria.

c. *Council Must Review and Approve or Disapprove*: any "complex" organizational change that involves the establishment, reorganization or termination of a subdivision of an institution at or above the departmental level (excluding personnel matters in units above the departmental level), including the establishment of a "non-exempt" off-campus instructional site (see **Operational Definitions** below). For "complex" changes involving "non-exempt" sites, Council review and approval are the first steps toward final approval (see levels d. and e. below).

d. *Council Must Review; Council Approval Leads to Immediate Recommendation to Governor and General Assembly (if in session) for Final Approval*: any organizational change that is to involve the establishment of a "non-exempt" off-campus site (see **Operational Definitions** below) deemed by the Council as appropriate for "expedited" review (see **Operational Definitions** below).

e. *Council Must Review; Council Approval Leads to Recommendation to Governor and General Assembly (if not in session, then when next in session) for Final Approval*: any organizational change that is to involve the establishment of a "non-exempt" off-campus site (see **Operational Definitions** and which the Council has deemed as inappropriate for "expedited" review (see **Operational Definitions** below).

B. Operational Definitions of Key Terms

Organizational Change: an alteration—establishment, reorganization or termination—in the organization and/or structure of one or more of an institution's academic units.

"Simple" Organizational Change: a structural alteration (establishment, reorganization or termination), proposed solely for the purpose of internal management, that would not alter the institution's mission or curricular offerings and would be executable within currently authorized funds (e.g., re-naming an academic department or establishing an "exempt" off-campus instructional site).

"Complex" Organizational Change: a structural alteration (establishment, reorganization or termination), not proposed solely for the purpose of internal management, that may alter the institution's mission or curricular offerings and/or may not be executable within currently authorized funds (e.g., establishing a new unit—college, school, or department—or a "non-exempt" off-campus instructional site.)

Off-Campus Site: any location not contiguous to the approved, main campus(es) of an institution. These policies and procedures apply to **instructional** sites only.

"Exempt" Off-Campus Instructional Site: an instructional location, not contiguous to an institution's approved, main campus(es), that is ***not*** subject to Council review and approval or disapproval. As such, an "exempt" off-campus site is one for which either:

- the General Assembly has provided specific approval and/or appropriation; or
- the State Board of Community Colleges has provided specific approval to a college of the Virginia Community College System; or
- any full- or part-time faculty or staff employed at the site will be fully supported by revenue generated by the site or by private sources; or
- no state funding—in the form of initial capital expenditures and/or ongoing operating funds—will be required to establish and/or maintain the site and its use. (All direct and indirect costs associated with the site must be fully supported by revenue generated by the site.)

The establishment of an "exempt" off-campus site constitutes a "simple" organizational change of which Council staff must be informed using the procedures for such changes (see below). Final authority for determining whether a proposed off-campus instructional site is "exempt" rests with the Council. ***A listing of all "exempt" sites is required of each public institution on an annual basis; this listing must include certification that no state funds were used for these sites in the preceding year.***

"Non-Exempt" Off-Campus Instructional Site: an instructional location, not contiguous to an institution's approved, main campus, that ***is*** subject to Council approval. Such locations include all sites for which:

- state-paid, non-recoverable, full- or part-time faculty or staff will be employed; or
- state funding (capital expenditures and/or operating funds) will be required; or
- capital leases (regardless of funding sources) will be required.

"Expedited" Council Review: a "fast-track" process whereby a proposal for a "non-exempt" site that has been approved by the Council is immediately recommended to the Governor and General Assembly (only if it is in session) for final approval. To be eligible for "expedited" review, a proposal must involve a "non-exempt" site that will be used **exclusively** for either:

- non-credit instruction; or
- credit instruction in curricular areas of immediate need to the citizens and employers located near the proposed site.

C. "Simple" and "Complex" Organizational Changes

1. Background

The Council recognizes distinctions between "simple" and "complex" organizational changes (see **Operational Definitions** above). This distinction is intended to clarify and streamline the approval process for public institutions' organizational changes.

As a result, while the Council will continue to formally approve all institutional organizational changes at or above the departmental level, SCHEV staff have been delegated the responsibility and authority to approve "simple" organizational changes that meet the criteria specified in these policies and procedures. "Simple" and "complex" organizational changes must be submitted to SCHEV staff using the guidelines, instructions and forms contained herein.

2. "Simple" Organizational Changes
If SCHEV staff concurs with a public institution's determination that a proposed organizational change fits the definition of a "simple" change (i.e., would be solely for the purpose of internal management, would not alter the institution's mission and curricular offerings and would be executable within currently-approved funds), the Council delegates responsibility for the review and approval of such a change to SCHEV staff. Activities subject to such review and approval include institutional changes related to academic units/structures that are solely for the purpose of internal management in or out of Virginia, as well as the establishment of "exempt" off-campus sites (see **Operational Definitions** above). SCHEV staff will respond within 30 calendar days of receipt of written notification of the proposed "simple" organizational change.

3. "Complex" Organizational Changes
If SCHEV staff and/or a public institution determine(s) that a proposed organizational change fits the definition of a "complex" change (see **Operational Definitions** above), the institution shall seek Council approval of the proposed change in accordance with these policies and procedures.
   a. For the purposes of these policies and procedures, "non-exempt" off-campus sites (see **Operational Definitions** above) shall be considered "complex" organizational changes.
   b. Within 30 calendar days of receipt of a proposed "complex" change, SCHEV staff shall prepare a report and recommendation for Council action on the proposed organizational change. The report shall be placed on the Council's agenda as promptly as possible.
   c. When a proposed "complex" organizational change involves a "non-exempt" off-campus site, Council shall determine whether the proposal is eligible for expedited review and, pending Council approval, immediate recommendation to the Governor and the General Assembly—if it is in session—for final approval. This determination shall be contingent upon the nature of and/or immediate need for the instruction to be provided at the proposed site.
      i. A proposal for a "non-exempt" site that will offer only non-credit instruction shall be subject to the expedited review and approval process.
      ii. A proposal for a "non-exempt" site that will offer credit instruction in curricular areas of immediate need to the citizens and employers located near the proposed site shall be subject to the expedited review and approval process.
      iii. A proposal for a "non-exempt" site that will offer credit instruction for

which an institution cannot demonstrate a compelling, immediate curricular and/or workforce-training need shall NOT be subject to the expedited review and approval process. Upon approval by the Council of such a proposal, a recommendation will be made to the Governor and General Assembly—when it is next in session (if it is not currently in session)—for final approval.

D. Policies Relevant to All Organizational Changes

1. Public institutions shall inform SCHEV staff in writing as soon as possible of any proposed organizational changes at or above the departmental level, including the establishment of a school, college, branch, division, or extension, and the proposed creation of an institute or center if such institute or center is at or above the departmental level. Public institutions shall also inform SCHEV staff in writing of any plans to offer a significant level of instruction or services out of the state through electronic delivery or physical presence in another state or country.

2. The Council does not have the authority to disapprove an organizational change authorized by the General Assembly or an off-campus site authorized by the State Board of Community Colleges.

3. Approval of an organizational change does not obligate the Council to support capital or operating requests in excess of the amounts provided in the institution's current appropriation.

4. Public institutions are prohibited from transforming "simple" organizational changes and/or "exempt" off-campus sites into "complex" changes and/or "non-exempt" sites subsequent to SCHEV staff approval. Any and all subsequent alterations to staff-approved changes and sites must be submitted for Council consideration and approval prior to initiation of the alterations.

5. If an organizational change is intended or implied in a request for a new academic degree program, the Council or its staff must approve the organizational change prior to initiation of the program. In most cases, Council action on a proposed organizational change will occur at the same time as action on the new program.

6. In accordance with the criteria of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) as well as specialized and/or professional accrediting bodies, an organizational change may constitute a "substantive change" of which an institution must inform its accreditor(s).

7. As provided in Section Six of the Council's Bylaws, if an institution wishes to appeal Council action on a proposed organizational change, the president of the institution shall notify the director of the Council within 60 days of the Council's action of the institution's intent to appeal. Normally, an appeal so filed shall be considered by the

Council at its next meeting. In all instances, the Council will give expeditious consideration to the appeal. A representative of the institution may be invited to present the appeal at the meeting at which the appeal is considered by the Council. The Council normally will not act on an appeal until the next meeting following the one at which the appeal is considered.

III. Procedures for Submission of Proposals for Organizational Changes

A. General Guidelines for Proposing Organizational Changes

1. Proposals for "simple" and "complex" organizational changes must be submitted to Council in a timely manner and in accordance with these policies and procedures.

2. Proposals for "simple" changes may be submitted via the attached forms or via a narrative statement signed by the institution's president or chief academic officer. Regardless of its form, the proposal must include sufficient information, in sufficient detail and quantity, to permit SCHEV staff to readily and adequately determine that the proposed change fits the definition of a "simple" change and, thus, can be certified or approved at the staff level.

3. Proposals for "complex" changes must be submitted using the attached forms.

B. Specific Instructions for Organizational-Change Proposals

1. Complete all relevant parts of the "Proposal for Organizational Change" form and attach any necessary documents, narratives and/or supplemental information in the order requested on the form.

2. Provide a cover letter that summarizes the proposed organizational change. For most "simple" changes, a detailed cover letter may be substituted for the "Proposal for Organizational Change" form.

3. Provide a cover page containing a detailed table of contents. The table of contents should reflect the page numbers of all attached forms, documents, narratives and supplemental information.

4. Submit the proposal to the Director of Academic Affairs. For a "simple" change, submit one hard copy (letter or form); for a "complex" change, submit one electronic copy and two hard copies.

5. "Simple" organizational changes requiring automatic staff approval may be submitted at any time. SCHEV staff will respond within 30 days of receipt of notification of the change. Proposals for "complex" organizational changes must be submitted at least 45 days prior to the Council meeting at which Council action is sought.

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STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROPOSAL FOR ORGANIZATIONAL CHANGE

Part I: General Information

1. Institution:

2. Nature of Proposed Change (i.e., to establish, reorganize or terminate an institutional unit). Please summarize the change here and attach a detailed description of the change on a separate page, as well as copies of the institution's current and resultant organizational charts.

3. Purpose of Proposed Change. Please summarize the reason(s) for the change here and attach a detailed description of the purpose for the change on a separate page.

4. Type of Proposed Change (check one).

Simple _____	Complex _____
If simple, please explain how the change fits with the institution's mission, curriculum and funding on a separate page. Part II is optional.	If complex, please complete and submit Part II of this form.

5. Does this proposed change involve the establishment of an off-campus site?

No _____ Yes _____

If yes, does the proposal fit the criteria for an exempt or non-exempt site?

Exempt _____	Non-Exempt _____
If exempt, please attach documentation to support the site's exempt status.	If non-exempt, please complete and submit Part II and Part III of this form.

6. Date of Approval by Board of Visitors.

7. Proposed Effective-Date of Organizational Change.

Signed: ______________________________ Date: ________________

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Part II: Supplemental Information

1. If a study was conducted to determine the feasibility of the proposed organizational change, please summarize its findings here and attach a copy of the full report. If no such feasibility study was conducted, please summarize a needs assessment (the institution's need for the change, and/or the needs of students, citizens, employers, the local area, the region, the Commonwealth) here and attach a detailed description of the necessity for the proposed organizational change.

2. Summarize here and attach a detailed description of the anticipated effect(s) of the proposed change on the institution's mission, scope, curriculum and budget.

3. If the proposed organizational change will involve the **reorganization** of an existing academic unit, or the **merger** of two or more currently-separate units, please summarize here and attach a detailed description of the impact of this change on operating costs (including salaries, facilities, equipment and supplies).

4. If the proposed change will involve the **establishment of a new academic unit or units**, please summarize here and attach a detailed description of the anticipated operating costs, including costs of and number of FTE personnel in each of the following categories: administrative salaries, faculty salaries, clerical/support salaries, supplies, library, travel, equipment, other (itemized). Please also indicate for which, if any, of the categories above the institution will be requesting new state appropriations.

   If the new organizational unit(s) will be funded in part by a source or sources other than state appropriations, please summarize here and attach a detailed description of these anticipated private funds (source, amount, duration, planned use).

Part III: Non-Exempt Off-Campus Sites

1. Nature of the Proposed Site.

Leased Property or Space ____

Free-Use Property or Space ____

If the property or space is to be used free for a specified time period, please attach detailed descriptions of:

- a. the location;
- b. the lease or free-use agreement;
- c. the length of the lease or use period;
- d. an estimate of FTE students to be served during the use period;
- e. any support services to be supplied at the site.

Donated Property or Space ____

Purchased Property or Space ____

If the property or space is to be donated or purchased, please attach detailed descriptions of:

- a. the location;
- b. the donation or purchase agreement
- c. an estimate of FTE students to be served;
- d. support services to be supplied onsite;
- e. projected enrollments for five years, including enrollment source(s);
- f. estimated operating costs, including staffing and separate listings of ongoing and incremental resource requirements when fully operational;
- g. impact of site on other campuses' / institutions' enrollment(s).

New Construction ____

New Campus ____

If the site is to involve construction of a building, complex or campus, please attach detailed descriptions of:

- a. the site analysis (include maps)
- b. the site plan, including topography, roads, building location(s), traffic & pedestrian circulation/flow, expansion potential, and adjacent land development;
- c. student support services to be supplied onsite;
- d. an academic plan (for new campus only);
- e. projected enrollments for five years, including enrollment source(s);
- f. preliminary estimates of costs for site development and construction;
- g. preliminary space requirements by function and room type;
- h. estimated operating costs, including staffing & separate listings of ongoing and incremental resource requirements when fully operational;
- i. impact on other campuses' / institutions' enrollment(s);
- j. projected calendar for development of site & capital projects, implementation, & operating expenditures;
- k. summary of planning process and board actions.

{form continues on following page}

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2. Nature of the Use of the Proposed Site (check all that apply).

_____ Undergraduate Education	_____ Graduate Education
_____ Traditional-Aged Students	_____ Adult Students
_____ Day Classes	_____ Evening/Week-End Classes
_____ Synchronous Instruction	_____ Asynchronous Instruction
_____ Non-Credit Instruction	_____ Credit Instruction

If the proposed site is to be for credit instruction, is the institution seeking "expedited" Council approval in order to fill an immediate curricular and/or workforce training need in that geographic area?

_____ No _____ Yes

If yes, the Council and its staff will determine whether the proposal fits the criteria for "expedited" Council approval (see Section II.A.2.c of the policy document).

3. Name(s), title(s), and contact information for institutional personnel who may be contacted to answer questions and/or supply additional information regarding this proposal.

4. Printed names(s) and dated signature(s) of person(s) who completed this form.

5. Printed name and dated signature of institutional president.

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